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ABSTRACT

This 1975 handbook consists of three books to be used, together or independently, by administrators in developing, implementing, and evaluating an adult English-as-a-Second-Language (ESL) program. The first book, an administrator's checklist, is designed as an inventory that specifies succinctly the critical and significant program elements. The checklist is divided into four sections: program philosophy; administration and organization; program development and operation; and program impact. In each section, there is a series of specific questions designed to examine fully the basic program component. For each question, a series of points to be considered is provided to assist in formulating a comprehensive picture of the extent to which the program gives attention to each basic program area. Book two is a manual for developing and implementing the ESL/adult basic education (ABE) program, providing specific procedures and guidelines and including a number of forms and worksheets for administrative use. The third book is a planning guide for developing the ESL/ABE instructional program. It outlines six basic program goals and suggests content areas and sample performance objectives, instructional objectives, a 12-week sample program design, and a scope and sequence for ESL curriculum development. An annotated test locator and partial selection of commercial texts are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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HANDBOOK
FOR THE
ESL/ABE ADMINISTRATOR

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State Board of Education

Donald G. Gill
State Superintendent of Education

FL800369

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HANDBOOK FOR THE
ESL / ABE ADMINISTRATOR

AN ADMINISTRATOR'S CHECKLIST

BOOK 1

Written by:

JOANNA SCULLEY ESCOBAR

JOHN DAUGHERTY

ESL / ABE Consultants

The development of this handbook was funded under a special project grant to the Northwest Educational Cooperative from the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section. The opinions expressed in this publication do not necessarily reflect the position or policy of the Northwest Educational Cooperative or the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section, and no official endorsement should be inferred.

BILINGUAL EDUCATION SERVICE CENTER

Arlington Heights, Illinois

June 1975

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FOREWORD

This handbook has been written with the hope that it will minimize some of the confusions, difficulties and frustrations in planning, implementing and strengthening English as a Second Language Programs for adults. In any administrative situation the role of the director is a key one. It is s/he more than any other who sets the general tone and atmosphere of the program; it is s/he who must ultimately bear responsibility for establishing program and management priorities. Recognizing that each director will have to concentrate on too few of the many priorities considered essential for a good English as a Second Language Program, this handbook attempts to identify and treat those priorities which are basic to all programs. If the manual helps the administrator meet the challenges presented in implementing a successful program, one which results in continually improving services to its students, it will have served its purpose.

Many individuals and agencies have given freely of their time and talents to assist in the development of this handbook. We especially wish to express our appreciation to the following:

Joan Berna
ESL Coordinator
Adult Director of YWCA
Elgin, IL

Robert C. Calvo
Consultant in Adult Education
State of California
Department of Education
Sacramento, CA

Guillermo DeHoogh
Assistant Director
Bilingual Education Service Center
Mt. Prospect, IL

Donna Ilyin
Counselor
Alemany Adult School
San Francisco Community College
District
San Francisco, CA

Rita Kalfas
Consultant
Division of Vocational Education
Chicago, IL

Alexander S. Kruzel
Director of Maine-Oakton-Niles
Adult and Continuing Education
Park Ridge, IL

Noreen Lopez
Intern Supervisor
Northern Illinois University
DeKalb, IL

Gabriel Maximo-Gomez
Regional Supervisor
Chicago Urban Skills Institute
City Colleges of Chicago
Chicago, IL

Robert Nolan
Director Special Programs
Outreach Center Woodstock
McHenry County College
Crystal Lake, IL

Coleen Reuland
Coordinator Community Education
East Aurora High School
Aurora, IL

Al Sherline
Director Mattoon Area
Adult Education Center
Mattoon, IL

M. Eldon Schultz
Senior Program Officer, Region V
Department of Health, Education
and Welfare
Chicago, IL

Gladys Shute
Assistant Director of
Maine-Oakton-Niles
Adult and Continuing Education
Park Ridge, IL

Maria M. Swanson
Director
Bilingual Education Service Center
Mt. Prospect, IL

Although many individuals have contributed valuable ideas in the writing of this handbook, the ultimate responsibility lies with its authors. It is anticipated that this first edition will be periodically reviewed, evaluated, and revised. We would welcome any suggestions or comments which you, as the user, might care to share.

PREFACE

What is it—this thing called "English as a Second Language"? Are "ESL" and "EFL" the same? What is "BILINGUAL EDUCATION"? Is it the same as "ESL" and "EFL"? Are they different? How are they different? The questions go on. As administrators we are so close to our programs we often make certain assumptions. One is that everyone knows what these labels stand for and the other is that everyone is as familiar with our field as we are. That the public may not know these labels or, if they know them, may not understand what they mean, is not surprising. Acronyms tend to confuse those not actively engaged in a particular field, whether the source for the acronym is law, medicine, government, psychology, advertising or even adult education. Where we find it necessary to interpret our programs to foster a climate of cooperation between them and the communities they serve, we should. "ESL," "EFL" and "BILINGUAL EDUCATION" are handy shorthand labels. They need not be abandoned, only explained.

- ESL, English as a Second Language, is primarily English which is studied and learned in an English-speaking culture. The ESL student lives, works and functions socially in an English-dominant society. English is the primary language used to carry on all the daily affairs of living.

- EFL, English as a Foreign Language, on the other hand, is studied and learned in a non-English-speaking society. English is not the dominant language of the culture in which the student lives and carries out his daily affairs. English taught as a foreign language often is developed around such highly specialized areas as Academic English, Touristic English, Specialized English for Flyers, Dentists, etc. Even when a student of EFL is in the United States, his base of operation is different from the ESL student in that his stay here is usually temporary, whereas the ESL student—at least theoretically—anticipates an extended, perhaps permanent period of residence in the English-speaking culture.

- Bilingual Education is a process which uses two languages, one of which is English, as mediums of instruction for the same population. A bilingual program often includes the study of English, the students' mother tongue, the history and culture associated with the students' mother tongue, and instruction in the subject matter areas. At the same time the student is receiving instruction in his native language in such subject areas as mathematics and science, s/he is also engaged in a complete program of ESL instruction. ESL instruction for the bilingual student has the same approach and purpose as ESL instruction for any student studying English in an English-dominant culture.

Having defined ESL, EFL and BILINGUAL, we may still have to define ABE. A working definition of Adult Basic Education as it applies to the adult ESL learner means that non-native adult who is functioning below a twelfth grade level of proficiency in speaking, reading or writing English.

As if this range of abilities was not enough, our students bring to class widely divergent personal backgrounds. A partial listing of the cast of characters found in the average ESL program might include:

- the recently arrived immigrant who labors under the dual handicap of double illiteracy—in English and in the mother tongue.

- the highly trained or educated immigrant who needs to develop facility in English before becoming a fully contributing member of the English-speaking culture; one who can fully participate in and enjoy the fruits of society.

- the new-to-these-shores kin to the family breadwinner who, although not feeling the same intensity of need as the breadwinner, still wants and needs English to become a fully active member of the new culture.

- the successfully educated in his native country now actively and positively seeking intensive English language instruction.

- the student continuously unsuccessful in his native-school situation, the totally untrained student, the very young adult or the student who considers himself "too old" to learn anything, let alone a second language.

Having dwelled on their differences, we must now consider their commonalities. Our students:

1. need to learn English.

2. need to function for at least a major part of every day in a predominantly English-speaking society.

They have come to our programs seeking help to meet these two needs. This is their third commonality.

All of our students make the long, often cold, journey into the night to learn English. We find them in a single program and sometimes even in a single class. This is our challenge and our opportunity—building programs which help our students contribute to, participate in, and more fully enjoy the benefits and responsibilities of this society.

INTRODUCTION TO THE HANDBOOK

THE HANDBOOK CONSISTS OF THREE BOOKS:

BOOK 1	AN ADMINISTRATOR'S CHECKLIST
BOOK 2	A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL/ABE PROGRAM
BOOK 3	PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM

- Each book may be used independently.
- Each book is cross-referenced.
- Taken together, the three books provide a tool for developing, implementing, and evaluating the total ESL program.

INSTRUCTIONS FOR USING THE HANDBOOK

The handbook is designed to provide detailed information in the following areas of program design:

2.1 Program Requirements/Funding

2.2 Program Development

2.3 Program Implementation

2.4 Staff Development

2.5 Program Evaluation

Each section is further subdivided to provide detailed discussions of specific areas of concern such as recruitment, utilizing community resources, etc. Thus it is possible to locate that specific area which is your concern and to utilize it exclusive of any other.

X

BOOK 1

AN ADMINISTRATOR'S CHECKLIST

INSTRUCTIONS FOR USING THE ADMINISTRATOR'S CHECKLIST

The inventory which follows is intended to provide a checklist for administrators faced with the responsibility of developing, implementing, and evaluating an Adult English as a Second Language Program. It is an attempt to specify in the most succinct manner the critical and significant program elements.

The checklist is divided into four basic categories. For each area there is a series of specific questions designed to examine fully the basic program component. For each question there is a series of points to be considered. Each point is included to assist you in formulating the most comprehensive picture of the extent to which your program has given attention to each of the four basic program areas.

It is hoped that the checklist will enable individual administrators and their staffs to systematically and quickly identify and then develop, implement, and evaluate the essential components of a successful adult ESL program.

1 AN ADMINISTRATOR'S CHECKLIST

1.1 PHILOSOPHY

1.1.1 To what extent does the education program meet the needs of the adult learners?

Consider:
- a) needs assessment instrument(s) (2.2.1, 2.2.2)
- b) written statement of goals (3.)
- c) written statement of objectives (3., 3.1, 3.2)
- d) written statement of content-life skills areas (3.1, 3.2)
- e) written statement of communication skills (3.3)

1.1.2 To what extent is the program for adults only?

Look at:
- a) curriculum
- b) lesson plans
- c) instructional materials
- d) physical facilities
- e) content-life skills area
- f) communication skills (listening, reading, writing, speaking)
- g) class schedules

1.2 ADMINISTRATION AND ORGANIZATION

1.2.1 To what extent does the school administration or board support the ABE program?

Consider:
- a) provision for a full-time administrative position (2.2.6.3)
- b) range of staffing competencies provided for in budget (2.2.6)
- c) status of ESL/ABE within sponsoring institution
- d) coordination, cooperation and articulation of the ESL/ABE program with other programs and services within the insitution

1.2.2 To what extent does the administrative organization affect the success of the program?

Consider:
- a) goals and objectives
- b) statements of program guidelines
- c) staffing attitudes and behavior
- d) student attitudes and behavior
- e) community attitudes and behavior
- f) sponsoring administration attitudes and behavior
- g) program growth and stability

Look at:
- a) evidence goals have been implemented (curriculum materials, content, skills inventory)
- b) evidence objectives have been met (lesson plans, results of student tests, student satisfaction surveys)

c) evidence of active staff participation (attendance at workshops, staff retention)
d) evidence of teacher-made materials
e) evidence of growth in student enrollment
f) evidence of student satisfaction (surveys, questionnaires)
g) evidence of community support (cooperative sharing of staff and facilities)
h) active role of Advisory Council

1.2.3 To what extent does information concerning the program reach the general public?

Consider:
a) budgetary commitment to information dissemination (2.2.7)
b) strategies utilized (2.3.)
c) coordination and cooperation with other services of school, community and media (2.3.7)

Look at:
a) extent of internal staff involvement
b) use of special recruiter from target population (2.2.6.3)
c) range of community groups involved (2.3.7)
d) prepared leaflets, brochures, letters, etc. (2.3.1.1)
e) range of media services used (2.3)
f) dollar amount allocated and expended (2.2.7)

1.2.4 To what extent are accurate fiscal records maintained?

Look at:
a) original approved budget (2.2.7)
b) budget justification worksheet (amounts, categories included, funding sources, explanation of particular expense and its purpose in program) (2.2.7)
c) any budget revision (2.2.7)
d) disbursement records (2.2.7, 2.2.7 [A], 2.2.7 [B])
e) correlation between fiscal reporting format followed by ESL/ABE program and Business Office of administrative units (2.2.7)

1.2.5 To what extent is program coordinated with community?

Consider:
a) range of community agencies involved (2.3.7)
b) community services available to participants (2.3.7.1)
c) existence of Advisory Council (2.3.7.2)
d) role of Advisory Council (2.3.7.2)

1.2.6 To what extent is the staff involved in the program?

Consider:
a) information provided to staff (2.4)
b) number of in-service experiences available to staff (2.4)
c) staff involvement in planning development activities (2.4)
d) staff role in program planning (2.4)
e) evidence of staff-participation in meetings (2.4)
f) existence of staff-prepared materials (2.4)

1.2.7 To what extent is there clearly defined leadership of the program?

Determine:
- a) responsibility for processing purchase orders
- b) responsibility for disseminating information
- c) responsibility for record keeping
- d) responsibility for staff development
- e) responsibility for materials selection
- f) responsibility for coordinating services to program
- g) responsibility for program articulation between groups and content areas

1.3 PROGRAM DEVELOPMENT AND OPERATION

1.3.1 To what extent is instructional planning developed around the learning needs of the students?

Consider:
- a) six goals of ESL/ABE programs (3)
- b) individual needs assessment instruments (2.2.2 [A], 2.2.2 [B])
- c) student input (2.2.1 [B])

Look at:
- a) rate of student retention
- b) drop-out rate
- c) enrollment and program growth
- d) program evaluations by students (2.5 [A], 2.5 [B], 2.5 [C])
- e) participant recommendations
- f) participant achievement tests

1.3.2 To what extent are the facilities appropriate for adult students?

Look at:
- a) parking and transportation (2.2.5)
- b) room size, availability (2.2.5)
- c) furnishings (2.2.5)
- d) social, group spaces (2.2.5)
- e) facilities available (eating, rest rooms, storage) (2.2.5)
- f) child care facilities (2.2.6)

1.3.3 To what extent is program schedule flexible and responsive to student needs?

Consider:
- a) availability (2.3.1.3)
- b) range and variety (2.3.1.3)
- c) convenience (2.3.1.3)

Look at:
- a) availability of morning, afternoon and evening classes (2.3.1.3)
- b) hours of instruction per week (2.3.1.3)
- c) simultaneous class meetings (across content areas and groups (2.3.1.3)
- d) availability of child care (2.3.1.3)
- e) number of off-campus programs (2.3.1.3)

1.3.4 To what extent is there a continuous evaluation to determine the degree to which needs are being met?

Look at:
a) evidence of student achievement (2.3.5 [A], 2.3.6 [B])
b) evidence of student attitudes (2.5 [A], 2.5 [B])
c) evidence of student satisfaction (2.5 [C])
d) rate of retention (2.3.4)
e) program enrollment (2.3.3.2)
f) rate of drop-out (2.3.4)
g) evidence of improved employment (2.3.3.2, 2.3.6 [B])
h) evidence of continuing participant education (2.3.6 [B])

1.3.5 To what extent does the program permit students to work at their own rate, capability and interest levels?

Consider:
a) individualized instructional units
b) grouping (tutorial, special interest ability)
c) media (tapes, records, filmstrips, language masters, illustrations)
d) special teacher-made materials

1.3.6 To what extent are audio-visual and instructional media utilized?

Consider:
a) availability
b) range
c) training
d) articulation

1.3.7 To what extent are teacher aides efficiently utilized in the program?

Consider:
a) input in program planning (2.4)
b) participation at meetings
c) attendance at staff-development activities
d) range of responsibilities (2.4)

1.3.8 To what extent are opportunities for staff development provided?

Consider:
a) budgetary commitment (2.2.7 [A], 2.2.7 [B])
b) staff involvement in planning
c) degree of staff participation
d) frequency of opportunity
e) access to local, regional, state, national, staff-development opportunities

1.3.9 To what extent are cousneling and referral services employed?

Look at:
a) availability of pertinent, current information (2.3.7)
b) listings of counseling and referral services
c) analysis and classification of objectives, services, eligibility requirements
d) contact sources

e) assistance in obtaining such services available to participant from program staff
f) follow-up done with agency, department or student
g) frequency of up-dating of referral information

1.3.10 To what extent are diagnostic and placement procedures used?

Look at:
a) diagnostic and placement instruments used (2.3.6, 3.6)
b) participant placement record (2.3.6 [B], 2.3.6 [C])
c) use of results in instructional planning (2.3.3)
d) use of tests in judging program effectiveness (2.3.3)
e) effect of diagnostic results on student counseling (2.3.3)
f) specific information provided by each instrument (3.6)

1.3.11 To what extent are comprehensive student records maintained?

Consider:
a) kinds of records maintained (2.3.3)
b) frequency
c) accuracy
d) comprehensive nature of records

Look at:
a) records of attendance (enrollment date, transfer, withdrawal, completion, cumulative records of attendance) (2.3.3.3)
b) personal history records (Specimen 2.3.6 [B])
c) educational history records
d) educational placement records
e) referral and counselling records
f) course completion records
g) certificates earned
h) record of participant follow-up (2.3.3, 2.3.4)

1.4 PROGRAM IMPACT

1.4.1 To what extent are attempts made to gather data on tangible benefits derived by adult participants?

Consider:
a) type and extent of follow-up (2.3.4, 2.3.5)
b) outside sources utilized

Look at:
a) adult participants removed from public assistance roles
b) former participants enrolled in GED, vocational, community college or university program
c) participants now employed, upgraded in employment
d) participants have obtained drivers' licenses, registered to vote, applied for citizenship

1.4.2 To what extent have attempts been made to determine participant satisfaction with instructional programs and opportunities derived as a result of their participation?

Consider:
a) follow-up (2.3.5)
b) individuals involved in follow-up
c) extent of follow-up

Look at:
a) student retention rate
b) program completion record
c) participant program evaluation survey
d) participant needs satisfaction survey
f) participant training experience pre/post program
g) participant community participation pre/post program
h) increase in community support

Ask about:
a) student referrals to program
b) participant recommendations of program
c) former participant continued support of program

HANDBOOK FOR THE
ESL / ABE ADMINISTRATOR

A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL / ABE PROGRAM

BOOK 2

Written by:

JOANNA SCULLEY ESCOBAR

JOHN DAUGHERTY

ESL / ABE Consultants

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2. A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL/ABE PROGRAM

2.1 IDENTIFY PROGRAM REQUIREMENTS/FUNDING

The program administrator should become aware of those requirements mandated by the various public agencies under whose auspices his program is funded. No program should be developed which includes areas contrary to federal, state or local requirements in order to avoid the risk of possible loss or reduction of funding.

2.1.1 IDENTIFY FEDERAL REQUIREMENTS

While of limited use to local program administrators, a general familiarity will avoid such situations as offering ESL classes to students under 16 years of age.

2.1.2 IDENTIFY FEDERAL FUNDING

The major source of federal funding for ESL/ABE programs has been PL 91-230. A chart outlining the various funding sources is included in this section.

2.1.3 IDENTIFY STATE REQUIREMENTS

The program administrator should be familiar with those guidelines, regulations, policy requirement forms, and reporting procedures required by the Illinois Office of Education. The Illinois Office of Education regional supervisor can provide assistance in obtaining adequate information to prepare proposals which meet both federal and state requirements.

Regional Offices of the Adult and Continuing Education Section, Illinois Office of Education:

Springfield	*Chicago*	*Mt. Vernon*
100 North First Street	188 West Randolph	2413 West Broadway
62777	60601	62864
(217) 782-3370	(312) 793-2232	(618) 242-1676

2.1.4 IDENTIFY STATE FUNDING

Illinois state funding has been available under Section 3-1 of the School Code, Illinois Adult Education Act. Please see Chart 2.2: Adult Education—Sources of Funds.

2.1.5 IDENTIFY LOCAL REQUIREMENTS

Those areas which are not mandated by Federal or State law may be required by local agencies such as the local community college or high school board. You should be thoroughly familiar with these regulations.

While state teacher certification is not required to teach ESL in ABE programs, local districts may have unique requirements. Some local districts require a state certificate while others have no requirements at all. In any case, you will need to be familiar with local regulations.

2.1.6 IDENTIFY LOCAL FUNDING

Local agencies, associations, government offices, business and industry may be potential sources of supplementary funding.

2.2 PROGRAM DEVELOPMENT

Prior to instituting a program it is necessary to submit a written proposal to the Adult and Continuing Education Section of the Illinois Office of Education.

All proposals should follow the format outlined in the Adult and Continuing Education Guidelines. Assistance in developing the initial proposal will be provided by the appropriate Regional Offices of the Adult and Continuing Education Section, Office of Education (see Section 2.1.3).

2.2.1 IDENTIFY TARGET POPULATION

Areas of information might include:

- population statistics
- age of population
- educational levels of population
- economic levels of population
- chief employment areas
- national background of population
- geographic area served
- present educational offerings in area

United States Government Sources

- 1970 Census
- Government Printing Office
- Information from Legislators
- Regional Health, Education and Welfare Office
- Regional Labor Department Office
- Immigration and Naturalization
- MDTA Office
- CETA Office
- Professional Associations (NAPCAE, TESOL)

State Resources

- State Manuals and Directories
- Employment Security, Mental Health and Education Materials
- College and University Extension Centers
- State Legislators
- Office of Education
- Public Aid
- Bilingual Education Service Center
- Illinois Adult Education Association (IAEA)
- Public Adult and Continuing Education Association (PACE)
- Illinois Teachers of English to Speakers of Other Languages

Local Sources

- Welfare and Health Agencies
- School Districts

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CHART 2.1

Adult Education

I Education Amendments of 1974	II Section 10.22-20 School Code Federal SRS Amendments	III 3-1 of School Code
A) P.L. 91-230 as amended idiom: Title III	A) Public Aid	A) Illinois Adult Education Act
B) Programming	B) Programming	B) Programming
1) ABE	1) ABE	1) Elementary Credit
		2) High School Credit
a) 0-12 Level of Instruction	a) 0-12 Education	3) Americanization (ESL)
b) Priority (Reading Test Determines)	b) No limitation on GED on 9-12	4) GED
c) 0-8	c) Child Care	
d) 9-12 (20% Limit)	d) Transportation	
	e) Vocational Training	
C) Funding*	C) Funding	C) Funding
1) Federal Matching 7/1-6/30	1) Federal 7/1-6/30	1) State 7/1-6/30
2) 100% 90/10–90% Federal, 10% State	2) 100% 75/25–75% Federal, 25% State	2) $5.25 per clock hour
3) Free	3) Free	3) Tuition
4) Out of school youth, 16 and older	4) Public Aid Recipient Only	

Community colleges are given monies for tuition with State apportionment funds from the Illinois Community College Board.

KEY TO CHART 2.1

A = SPECIFIC LEGISLATION
B = AREAS OF INSTRUCTIONAL SERVICES
C = FUNDING

1 = Source
2 = Reimbursement
3 = Costs to Participant
4 = Eligibility

- Chambers of Commerce
- Newspapers
- Telephone Directories
- Community Service Agencies
- Religious and Church Affiliated Organizations
- Local Labor Union Offices
- Other Local ABE Programs

2.2.2 IDENTIFY STUDENT NEEDS

Consult:

- local program counterparts
- local bilingual programs
- related local, state and federal agencies
- local ethnic, fraternal and religious groups
- former students
- local business and industry
- local schools and training facilities

Methods which can be used to collect the information include:

- distributing questionnaire to community agencies
- distributing questionnaire or needs assessment to potential students
- telephone interviews with heads of agencies serving the community
- telephone interviews with community residents
- personal interviews with agency heads
- personal interviews with community residents

Cost benefits must be considered when evaluating and selecting information and information gathering needs. Some means of assessing student needs take more time, effort and money than others, but may provide important benefits in public relations and useful information.

For your information samples of student needs assessment questionnaires are included (see Sample Questionnaires 2.2 [A] and 2.2 [B]).

2.2.3 DEVELOPING A PROGRAM

To meet the interrelated needs of adult ESL students, it is necessary to distinguish between a course and a program. A course usually means a regularly scheduled instructional session lasting for some specified period of time (i.e., 8 weeks, 16 weeks, 39 weeks) concerning one isolated area of study. A program consists of a complete series of related and highly integrated units or areas of study. In order to meet the Six Goals of ESL/ABE it is necessary to develop a core program (see Section 3—*A Planning Guide for Developing the ESL/ABE Instructional Program Introduction)*.

2.2.4 DEVELOPING MEASURABLE OBJECTIVES

To determine the extent to which the Six Goals of ESL/ABE are being satisfied, you need to develop measurable student objectives. Section 3 of the Manual provides an extensive listing of such objectives grouped according to each of the Six Goals they address.

2.2.5 IDENTIFY PHYSICAL FACILITIES

To the extent possible, the following areas should be taken into consideration when selecting facilities:

- parking
- accessibility
- lighting
- heating/air conditioning/ventilation
- rest rooms
- furnishings/size/quantity/flexibility
- storage
- acoustics
- space availability/size/flexibility
- amenities/food services

2.2.6 IDENTIFY STAFFING NEEDS

You should consider all of the following instructional staffing needs:

- instructional staff
- paraprofessional staff
- recruiting staff
- administrative staff
- secretarial/clerical staff
- volunteer staff
- child care staff
- supportive service staff

Any adult ESL administrator will need to consider carefully all of the staffing areas suggested above. Exclusion of any area should be avoided whenever possible and a budget item commitment should be explicitly included for each category in the proposal developed for funding.

2.2.6.1 INSTRUCTIONAL STAFF

The heart of the program is the teaching staff. Recognizing the scarcity of qualified, trained ESL teachers, program administrators nevertheless should not sacrifice the quality and success of the program, but should continuously search for qualified, experienced teachers.

An administrator should consider such areas as:

1. Demonstrated native or near-native fluency in English
2. Understanding, acceptance and empathy for adults from a variety of non-English speaking backgrounds
3. Enthusiasm, patience, warmth and flexibility
4. Understanding of adult learners
5. Demonstrated teaching ability in ESL
6. Knowledge, understanding and appreciation of non-American and American ethnic-cultures
7. Knowledge of ESL methods and techniques
8. Practical experience in ESL instruction
9. Ability to diagnose language needs and provide appropriate instructional experiences
10. Professional degree

Priorities of Hiring

The possibility of fully staffing your program with individuals exhibiting the ten criteria listed above is remote. However, the criteria have been listed in order of priority from that of the greatest (1) to the least (10). It goes without saying that the teacher should have native or near-native fluency with all aspects of the language. This is a must for all instructors. Items (2) and (3) are almost interchangeable and indeed it is difficult to understand how one could exist without the other. The administrator should seek to employ those individuals who can bring to the program as many of the ten competencies as possible, giving priority to the first five items.

Is it mandatory that the ESL teacher speak the language of the students? The answer, of course, is not simple. In cases where there are a multiplicity of language backgrounds represented in the class, a bilingual teacher is decidedly *not* required. Often, even with a homogeneous language background, the teacher is better off *NOT* speaking or at least *using* the students' vernacular language. In such a case this often becomes a crutch and instruction is disintegrated into talk *about* English in Chinese, Tagalog, Italian, Spanish or whatever rather than talk *in* English. Bilingual ability for the ESL teacher, then, is *not* required.

Locating Capable Teachers

1. Maintain a list of potential candidates. Sources for this list might include:

    - ESL administrative counterparts
    - University and college placement offices
    - University TESOL Departments
    - Advertisements in local newspapers
    - Illinois TESOL Affiliate
    - Bilingual Education Service Center

2. Have candidate complete written application

3. Secure professional vitae, credentials and recommendations

4. Arrange to observe a teaching demonstration by the candidate in your program if possible. If this is not possible, any teaching demonstration should be arranged

5. Direct personal interview with you, your staff and your students

2.2.6.2 PARAPROFESSIONAL STAFF

The complementary component of teacher and student in the instructional team is the paraprofessional. The paraprofessional works directly with the teacher and the student. Additionally, the aide will be required to work with the entire supportive staff. Attitudinal qualifications basic to teaching staff members should be expected of paraprofessionals. Additional qualifications should include:

- Ability to relate to and maintain rapport with adults, students, teachers, other staff and community members
- Ability to identify with the students
- Understanding of their own responsibilities
- Ability and willingness to follow directions of teachers
- Residence within the community
- Participation in pre-service and in-service training
- Knowledge and understanding of problems faced by students
- Knowledge of student language

Suggested Duties:

- Instructional assistant
- Tutor
- Substitute teacher
- Recruiting
- Record keeping
- Public relations
- Community liaison
- Care of teaching materials
- Nursery
- Reproduction of materials
- Visual aid specialist
- Check rolls
- Call on absentees
- Perform other duties as directed by the teacher

2.2.6.3 RECRUITING STAFF

A valuable adjunct to the program is a full or a part-time recruiter. A major responsibility of the recruiter would be to act as a liaison between the program and the community it serves, bringing both together.

Sample Questionnaire 2.2.2 [A]

ESL/ABE STUDENT NEEDS

Name ______________________________ Social Security No. ______________

Address ____

Telephone No. ______________________________ Date ______________

What I Want to Know	**How Important Is It?**			**Comments**
Language Goals	Very Important	Important	Not Important	
Speaking	______	______	______	
Pronunciation	______	______	______	
Reading	______	______	______	
Writing	______	______	______	
Increased Vocabulary	______	______	______	
Job Related Vocabulary	______	______	______	
Listening Skills	______	______	______	
Information Goals				
Emergency Services (Health, Fire, Police, Accident, Legal)	______	______	______	
How to Use the Phone	______	______	______	
Insurance (Auto, Health, Life)	______	______	______	
Driver's License Information	______	______	______	

Based on a form used in the William Rainey Harper ESL/ABE Program, Palatine, Illinois

Sample Questionnaire 2.2.2 [A] – Contd.

What I Want To Know	How Important Is It?			Comments
	Very Important	Important	Not Important	
How to Become a Citizen	________	________	________	
Social Security (Disability, Medicare, Retirement, Corrections)	________	________	________	
Community Services (Food Stamps, Public Aid, Library, Voting Recreation, Consumer Fraud)	________	________	________	
Long Range Goals				
Eighth Grade Diploma	________	________	________	
GED Certificate	________	________	________	
Vocational Training Opportunities	________	________	________	
Professional Training	________	________	________	
Employment Goals				
Job Forms (Applications, Time Cards, Leave of Absence)	________	________	________	
Employment Opportunities	________	________	________	
Unions	________	________	________	
Tests for Job Upgrading	________	________	________	
Job Related Math	________	________	________	
Consumer Education Goals				
Payroll Deductions	________	________	________	
Income Tax	________	________	________	

Sample Questionnaire 2.2.2 [A] – Contd.

What I Want To Know	How Important Is It?			Comments
	Very Important	Important	Not Important	
Credit	________	________	________	
Managing Your Money	________	________	________	
Checking, Savings Account	________	________	________	
Rent Problems	________	________	________	
Salesmen Problems	________	________	________	
Advertising	________	________	________	
Use of Newspaper	________	________	________	
Other Goals	________	________	________	
. ...	________	________	________	
. ...	________	________	________	

How many times a week would you like each class to be? .... 2 ☐ 3 ☐ 4 ☐ Other ____________

How many hours would you like each class to be? .... 3 ☐ 4 ☐ 5 ☐ Other ____________

ADDITIONAL COMMENTS:

____

____

____

____

____

____

____

Sample Questionnaire 2.2.2 [B]

GOALS IN ENGLISH LANGUAGE

Name ______________________________ Date ______________

What I Want to Know	How Important Is It?		
Language Goals	Very Important	Important	Not Important
Speaking	☐	☐	☐
Pronunciation	☐	☐	☐
Reading	☐	☐	☐
Writing	☐	☐	☐
Vocabulary	☐	☐	☐
Listening Skills	☐	☐	☐
Information Goals			
How to Use Telephone	☐	☐	☐
Citizenship	☐	☐	☐
Community Services (Library, Recreation, Family Aid)	☐	☐	☐
Emergency Services (Police, Fire, Legal)	☐	☐	☐
Health Services	☐	☐	☐
Family Budget & Money Management	☐	☐	☐
Employment (Applications, Opportunities)	☐	☐	☐

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

Form 2.2.7 [A]

CUMULATIVE MONTHLY CLAIM FORM FOR ADULT EDUCATION CLASSES
Section 10-22.20 of the Illinois School Code

	Approved Budget	July	August	September	October	November
A. Instruction						
1. Salaries						
2. Benefits						
B. Administration						
1. Salaries						
2. Secretarial or clerical						
3. Benefits						
4. Other						
C. Guidance and Counseling						
1. Salaries						
2. Benefits						
3. Other						
D. Testing Materials						
E. Instructional Materials						
F. Text Materials and Aids						
G. Buildings and Facilities						
1. Custodial						
a. Salaries						
b. Benefits						
d. Custodial supplies						
2. Utilities						
3. Building						
a. Rental						
b. Maintenance						
H. New Equipment						
A to H – SUB-TOTAL						
J. Staff Development						
K. Transportation						
L. Child Care						
Monthly Cost Computation						
Cumulative Cost Computation						
Monthly Generated Computation						
Cumulative Generated Computation						

________Fiscal Year

December	January	February	March	April	May	June	Yearly Totals

Form 2.2.7 [B]

CUMULATIVE MONTHLY CLAIM FORM FOR FEDERAL ADULT EDUCATION ACT

	Approved Budget	July	August	September	October	November
A. Instruction						
1. Salaries						
2. Benefits						
TOTAL SECTION A						
B. Administration						
1. Salaries						
2. Clerical						
3. Benefits						
4. Other						
TOTAL SECTION B						
C. Guidance & Counseling						
1. Salaries						
2. Benefits						
3. Other						
TOTAL SECTION C						
D. Testing Materials						
E. Instructional Materials						
F. Text Materials & Aids						
H. New Equipment						
A to H – SUB-TOTAL						
J. Staff Development						
I. Indirect Cost Rate						
1. Monthly Indirect Cost						
2. Cumulative Indirect Cost						
Monthly Cost Computation						
Cumulative Cost Computation						
Monthly Generated Computation						
Cumulative Generated Computation						

________ Fiscal Year

December	January	February	March	April	May	June	Yearly Totals

In addition to the attitudinal qualities given for teachers and paraprofessionals, the recruiter should:

- have intimate knowledge of the community and the program
- speak the language of the dominant student community
- have knowledge of public relations, program promotion and community relations

2.2.6.4 ADMINISTRATIVE STAFF

Staffing for the administrative position is extremely critical because individuals in a leadership position can help or hinder a program. Candidates for an administrative position should, in addition to already cited attitudinal qualifications, possess the following qualifications:

- previous adult administrative experience
- previous ESL teaching or administrative experience
- flexibility in working with staff and community service work
- background experience and knowledge of funding agencies and requirements
- background experience and knowledge in proposal writing
- background experience and knowledge in materials development and selection
- experience and training in staff development

2.2.7 DEVELOPING A BUDGET

Every proposal submitted for funding approval is required to develop a budget based on the Guidelines developed by the Adult and Continuing Education Section of the Illinois Office of Education. The categories suggested in these guidelines form the basis for budget development. ESL administrators should be aware that publicity, recruitment, etc. are not funded per se, but rely on generated student hours—both in the public schools and community colleges.

The program Administrator should bear in mind that the administrative unit through which the ESL/ABE program is funded, whether it is a local high school district, a community college or a cooperative district, will process all disbursements and expenditures through its business office. It is helpful to develop your working budget to coincide with or at least reflect that followed by the administrative business unit.

A second area of concern in setting up the budget should be the maintenance of an up-to-date, accurate record of disbursements. Such a record should include:

1. Tie-in and coordination to major administrative districts disbursement categories

2. Use of one page for each budget line item

    - Each entry should include date; purchase order number; check or cash voucher number; date; dollar amount; item name and description; purpose; vendor plus total remining in budget item

- Keep a running total of amount expended, deducted from total amount allocated, thus maintaining a running record of current balance

In addition to maintaining a separate record of disbursements per budget line item, it is suggested that administrators maintain a cumulative running account of total disbursements made for all approved budget line items. A monthly cost would be computed and carried each month to reflect the total program cost to date. The same records would be maintained for monthly generated income and for cumulative generated income. This system provides a complete, simple record of total program expenditures and generated income to date. The two following sample forms provide a suggested format for maintaining these twelve-month cumulative records (Form 2.2.7 [A], Cumulative Monthly Claim Form for Adult Education Classes–Section 10-22.20 of the Illinois School Code; Form 2.2.7 [B], Cumulative Monthly Claim Form for Federal Adult Education Act).

2.3 PROGRAM IMPLEMENTATION

2.3.1 INFORMING THE COMMUNITY

Develop an overall strategy to inform the community of the ESL program.

1. Involve all staff members
2. Consider use of a special recruiter who should be a representative of the target community
3. Develop a list of community groups representing:
    a) News media
    b) Local government agencies
    c) Business and industry
    d) Schools, colleges, universities
    e) Ethnic, fraternal and religious groups

2.3.1.1 PREPARE PROGRAM INFORMATION

You may wish to reproduce:

1. Leaflets
2. Brochures
3. Letters
4. Posters
5. Newspaper articles
6. Media announcements
7. Speeches

While recruitment, publicity, materials selection, maintenance of student records, testing, etc. are essential to the success of a program, it goes without saying that none of these is funded per se, but rely on generated student hours–both in the public schools and community colleges.

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2.3.1.2 DEVELOP AND REFINE TECHNIQUES TO PROMOTE THE PROGRAM

1. Conduct telephone campaigns
2. Conduct door-to-door campaigns
3. Deliver individual speeches
4. Contact parents of children in Bilingual Programs
5. Distribute leaflets at local supermarkets, movie theatres, shopping centers
6. Distribute through local agencies such as community opportunity centers, local clubs, churches, civic centers
7. Publish in local news media
8. Utilize non-English speaking news media
9. Mail to former students
10. Utilize any existing vehicles which serve the community you want to reach
11. Institute an "each one/bring one" policy
12. Hold a cultural open house
13. Participate in programs and activities hosted by local community agencies

While certain techniques, such as item two, work best in certain areas, in this case highly urban areas, many of the listed techniques can be used by any one program. There are responsibilities a recruiter can perform if recruiting services have been included in the budget.

2.3.1.3 SCHEDULING DESIGNS

To serve the total community a director needs to plan for maximum program flexibility. In every community, large or small, there are workers and homemakers who are unable to attend evening classes due to work schedules. Try to schedule morning, early afternoon, late afternoon and weekend classes as well as evening classes to make opportunities available to all adults. At present if you can only have evening classes, consider adding one or two daytime classes. Gradually you can build a balanced program of daytime and evening classes or learning laboratory hours.

Some points to consider when scheduling:

1. Students should not receive fewer than three hours of in-class instruction per week.

2. A more desirable schedule is six hours of in-class instruction per week.

3. It is not desirable to schedule a class which meets only once a week. To maximize instructional efficiency and carry over, a class should meet at least twice a week.

4. Choose a location which permits all students to interact at least once during the evening.

5. Establish classes of not less than ten and not more than fifteen per class. Priority for reduced class loads should go to the Basic Groups. *Inability to meet this goal will ultimately result in an excessively high drop-out rate.*

6. Encourage staff and students to determine an appropriate class break. With three hours per evening, breaks might occur at the end of the first and second hours for a total of twenty minutes. A 2½-hour class might recess at the end of the first ninety minutes for fifteen minutes.

7. Schedule a sequential progression of instructional levels which meet simultaneously, allowing students to move freely from group to group as ability dictates.

8. If daytime space allocations are difficult to obtain in schools or colleges, consider facilities available in churches, community centers, store-fronts, local "Y's", etc.

9. Baby sitting/child care facilities should be included whenever possible. This critical supportive service can be included in the program if you have included this expenditure in the total budget allocated for "Indirect Costs." Additionally, local funding sources to underwrite this service should be actively sought.

10. Once a balanced full time language program has been established, consider adding special interest classes to the program in such areas as reading, mathematics, consumer education, citizenship, driver education, vocational English, business English.

2.3.2 MATERIALS EVALUATION AND SELECTION

2.3.2.1 SELECTING MATERIALS

The importance of ESL/ABE instructional materials to a sound program cannot be overemphasized. The selection of materials based on sound language acquisition principles will save teacher time and will aid him in utilizing his time well. Great care must be exercised in selecting materials. Some of the best or most common materials are intended for the fast-learning college student. The vocabulary is usually technical and highly specialized while the pace is generally faster than many adult ESL students can handle in their situations. Although students and teachers may go through the material, little will be learned and used by the student. On the other hand, we need to be cautious of those materials ostensibly for adults which are actually unsatisfactory adaptations of materials for children which reflect children's interests.

Generally, most second language materials are sequenced although each text has its individual variations. It is usually necessary to select material from the text which fits the majority of the students' needs and program goals and then adapt it, eliminate what is inappropriate and expand what is useful.

Publishers, quick to recognize the need for appropriate ESL/ABE material, are producing new books very rapidly. You and your staff have the responsibility and the authority to decide what materials will be used. An examination of the total range of materials available is the most satisfactory way to make this decision. This is, however, completely unfeasible. The ESL/ABE consultant staff is available to assist you in examining a reasonable range of materials. Some of the major factors to consider when selecting materials are presented in the sample Materials Evaluation Form included in this section (Figure 2.3.2.1).

2.3.2.2 Some steps which you might follow in evaluating and selecting instructional materials include:

- reviewing program goals
- providing a vehicle for evaluators to record their views
- involving persons whose needs and abilities are similar to those who will use the material in the evaluation process
- involving the entire staff in some way in the evaluation process
- scheduling time for the staff to conduct such evaluations

2.3.3 MAINTAINING STUDENT RECORDS

2.3.3.1 The following checklist provides a detailed description of the range of information which might be included in the adult student's cumulative record file and some of the possible uses to which this information could be put:

1. Sources to Determine Student Needs:

   - Interviews
   - Registration data
   - Test data
   - Advisory committees
   - Transcripts
   - Veterans' records
   - Work experience records
   - Staff recommendations
   - Teacher reports
   - Other

2. Referral Services Offered:

   - Educational counseling
   - Vocational counseling
   - Personal-social counseling
   - Avocational counseling
   - Test interpretation
   - Group guidance
   - Other

3. Person Performing Service:

   - Administrator
   - Counselor
   - Paraprofessional
   - Teacher
   - Community agency representative
   - Other

4. Services Intended to Implement Following Goal(s):

   - Elementary diploma
   - High school diploma
   - Upgrading in basic skills
   - Fluency in English
   - Employability
   - Avocational activities
   - Placement
   - Other

5. Tests Administered for:

   - Literate
   - Non-literate

6. Types of Tests Administered:
    - Intelligence
    - Interest
    - Aptitude
    - Cultural
    - Achievement
    - Placement
    - Attitudinal
    - Other

7. Students' Records are:
    - Made a part of cumulative files
    - Made available to teachers
    - Used to report to students
    - Used in assessing student progress
    - Used in annual reports
    - Made the basis for counseling interviews
    - Made available for staff meetings
    - Used in program planning
    - Used in curriculum planning
    - Other

8. Public Informed Regarding Following Phases of Student Personnel Services:
    - Determine additional study
    - Determine reasons for drop-outs
    - Determine on-the-job success
    - Other

2.3.3.2 REGISTRATION AND ENROLLMENT

Prior to program start-up date articulate your enrollment procedure and develop those forms necessary to comply with required federal, state and local requirements. A suggested enrollment procedure follows:

1. Greet each student
2. Conduct oral interview
3. Assist student to fill out necessary forms
4. Collect and check each form for correctness and completion
5. Determine class level for each student
6. Assign student to a level
7. Provide student with a written record of room number, class meeting time(s) and date(s), names of teacher(s) and aides
8. Provide a brief facilities orientation
9. Escort student to class, introduce student to teacher
10. Provide teacher with a copy of student's complete program schedule
11. Establish individual folder for each student. Each folder should provide a cumulative record of all services, tests, etc.

The entire enrollment procedure may well take more than one day to complete. Steps 1, 3, 4 and 8 might be completed during the first meeting; with steps 2, 5, 6, 7 and 9 completed during the next meeting and finally at the third meeting you could complete steps 10 and 11.

If your program has sufficient staff to complete all of the steps expeditiously during the initial period by all means do so. If not, it is better to distribute the procedures so that students are not required to wait long hours before actually beginning their program.

Taken together the complete enrollment process might be so formidable to the student that the total effect could be negative, thus leading to the possibility of dropping out.

Three procedures which should be avoided in the enrollment process are:

- pre-registration by mail
- publication in one language only (try to provide translations of basic program information into as many other languages as possible)
- an enrollment period which is too compressed

2.3.3.3 ATTENDANCE RECORDS

Since the reimbursement to programs is based on attendance, maintaining accurate, complete records in this area is of critical importance. You should establish a system for recording and summarizing that data necessary for preparing required state and federal reports.

A record of the following information may be helpful:

- Name—alphabetically listed; surname, first name, middle initial
- Sex
- Selected Categories:
    W = White
    B = Black
    AI = American Indian
    O = Oriental
    ONW = Other Non-White
    C = Cuban
    MA = Mexican American
    SA = Spanish American (specify)
    COR = Correctional Institution
    H = Hospital
    MIG = Migrant Worker
    WEL = Welfare Recipient
- Date of Birth: month, day, year
- Age
- Date of entry into program
- Social Security Number
- Telephone Number
- Address
- Occupation
- Enrollment Status:
    N = New student, date
    R = Reentering student, date
    W = Withdrawn, date
    C = Completion, date
    T = Transferred, date, transferred to
- Recording Daily Attendance:
    - Record of attendance must be maintained from the time a student enters

class until the date he officially is withdrawn from class or to the close of the program.

- If a student does not attend class for five consecutive days and the reason is unknown, the student should be removed from the active enrollment list by drawing a line through the name and all spaces remaining in the daily attendance book.
- Transfers: When a student leaves one class in the program, and transfers to another class in the same program, a "T", the date of transfer and the class to which he has transferred should be placed next to his name in the attendance book.
- Withdrawals: After five consecutive days of absence an adult may be withdrawn as of the date of last attendance—note date, reason for withdrawal next to his name, drawing a line from the final date of attendance to the end of the available spaces.

Recording Attendance Summaries:

- Monthly Summary of Attendance: Each month you should total "Possible Class Hours" for each student. Note that many will have different totals, depending on their date of entry into the program. Then total "Actual Attendance." These should be recorded in the attendance record.
- Yearly Summary of Attendance: Total "Possible Class Hours"; total "Actual Attendance." These should be determined and entered for each student.

2.3.4 RETENTION

Students may remain in attendance if:

1. They feel welcomed and accepted.
2. Their integrity as adult human beings is zealously respected.

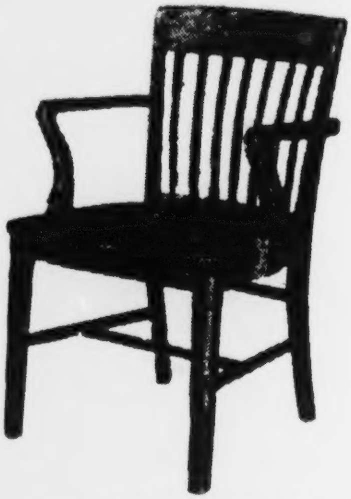
YOUR CHAIR WAS EMPTY.

Hope you will be able to return to

____

____
Teacher

____
Phone Number



Mott Adult High School

BEST COPY AVAILABLE

3. They feel secure.
4. They experience some success at each class.
5. They are able to use on the outside what they practice on the inside and to do this from the first class meeting on.
6. They are given a participatory role in planning and evaluating the program.
7. Some polite inquiry to those students who have missed three consecutive class meetings is made. The illustrated preprinted form was developed by the Mott Adult High School, 1231 E. Kearsley Street, Flint, Michigan 48503, and was brought to the attention of the staff through the courtesy of M. Eldon Schultz, Senior Program Officer, Department of Health, Education and Welfare, Region V, Chicago. A form such as this is not likely to alienate the student, but does indicate interest and concern. It also allows the student to initiate contact with the teacher.

2.3.5 FOLLOW-UP

A follow-up of individuals who have completed the program and those who have dropped from the program is an important part of the administrative service. Because it is time consuming and difficult to implement, follow-up is often the weak point in the program. Yet it is a valuable aid in curriculum development and program evaluation. Equally important, follow-up data can provide information substantiating the continued existence of a program.

Some procedures which may be useful in follow-up are:

1. After three consecutive absences, teacher telephones student.

2. If student does not return, his name is given to aide, who makes a second telephone call.

3. If student still does not return, director sends a letter indicating number of classes missed.

4. If there is no response, the student is asked to complete a brief form on which he checks off his reasons for dropping out.

   A check-list often yields more precise information than would be possible if students were simply left to their own devices in supplying a reason for withdrawals. Examples of such follow-up forms follow this section (Figures 2.3.5 [A], 2.3.5 [B], Part E, Figure 2.3.6 [B]).

2.3.6 STUDENT TESTING AND PLACEMENT

It is not recommended that the required reading test be administered during the initial registration period. The entire undertaking may prove so threatening to the student that he will withdraw. Rather a non-threatening oral interview may well provide enough information on the level of competency to permit a reasonable placement within the program. Some steps which may be followed for testing are:

- Scheduling an oral interview for all students for program placement.

- Completing a short written statement for each student attesting to the results of the oral interview which.is signed by the teacher (see Figure 2.3.6 [A]). This statement makes provisions for those students who are unable to read *ENGLISH* and provides classifications for Reading Levels I, II, and III. This statement can then be submitted to the Office of Education, Adult and Continuing Education Section.
- Later in the program you may administer a reading test to those students able to take such a test in English. In order to assist in selecting a test, you may wish to consult the Annotated List of Adult ESL Exams, Section 3.6.

As an example of the oral interview used as a placement instrument, we have included two specimens: Figures 2.3.6 [B] and 2.3.6 [C] . Figure 2.3.6 [C] was developed by the Elgin YWCA Adult ESL program and is suggestive of the way in which a program can adapt such an interview to its own use.

2.3.7 UTILIZING THE COMMUNITY

Programs should reflect the communities they serve and should meet the needs of the community. Steps can be taken toward the achievement of these goals by gaining the confidence and support of the community served. To gain this support, you should develop a close and meaningful relationship with your community.

The success of the ESL program will depend upon an effective cooperative effort between it and the community-at-large. A thoughtfully planned community involvement program will help develop unity and purpose between your program and the general public.

Community resources should be as fully utilized as possible with guest speakers, field trips, visits and active interchanges. The following listing of Community Resources may prove helpful. While not exhaustive, it is hoped it may suggest the wide range of community assistance available for investigation.

Community Resources:

- Public Library
- School Libraries
- Labor Unions
- Social Security Offices
- Department of Public Welfare
- Public Health Agencies
- Local Office, National Safety Council
- Better Business Bureau
- Colleges and Universities
- Mental Health Agencies
- Medical Clinics
- Dental Clinics
- Employment Agencies
- Local Business and Industry
- Family Counseling Agencies
- Child Welfare Agencies
- Police Department
- Fire Department
- Local Public Utility Companies
- Driver Education Programs
- Child Psychologists
- Museums
- Recreation Centers
- Religious Organizations
- Ethnic Organizations
- Fraternal Organizations
- Professional Organizations
- Legal Aid Societies

2.3.7.1 Additionally, the following summary is indicative of the range of assistance you may expect from your community.

Government Affiliated Agencies:

Public Health Department—provides varying amount of free or low-cost health care, chest X-rays, and speakers on health and sanitation.

Employment Agencies—can refer students, provide speakers. They are usually willing to speak to adult classes about local job opportunities and educational requirements for employment. These talks will be based on the agency's periodic surveys of the local labor market as well as their personal knowledge of what local employers are looking for.

Office of Vocational Training—provides vocational training and other services to students; speakers for classes. The scope of services offered by this state agency is so extensive that a vocational counselor should speak to the class to explain the program and schedule interviews with individual students.

Civil Defense Program—provides instruction and reading materials. The state or local civil defense coordinator (or any qualified civil defense instructor) can speak to the class on such topics as medical self-help, survival in natural disasters, and survival in case of atomic attack. The program is also a valuable source of free reading materials.

Cooperative Extension Service—provides lectures, demonstrations, and instructional materials. Home Economics Extension personnel will demonstrate and teach many aspects of home management, such as sewing or preparation of attractive, nutritious, and economical meals. This can be done as a part of the ABE class or as a separate program for those who are interested. The Service also has a large collection of reading materials, many of which are written in simplified form.

Children and Family Services—provide counseling. The department of children and family services, as well as other agencies specializing in this area, will visit the homes of students or offer counseling in the agency's offices. Services vary from one community to the other, but they should be known to ABE students via a speaker from the agency or a class visit to it. In some communities, the agency will assist with transportation.

Public Library—provides speakers, free films, tapes, bibliographies, magazines, traveling exhibits. While services vary from one community to another, the special services department of the library will be happy to explore the many areas in which the library can offer service.

Schools and Colleges—provide speakers from among the professional, business, health and supportive service staff. Local schools and colleges may provide special services for health referrals.

Mental Health Institutes—provide brochures, speakers, special information for referrals in counseling.

Consumer Protection Office—provides information on products, services and other subjects of consumer concern. May also provide speakers and lecturers to develop special programs.

Law Enforcement Agencies—provide speakers, various brochures and printed information.

Volunteer Agencies and Civic Groups:

Local Religious Groups—can provide teacher aides, operate nurseries, donate classrooms, or provide other forms of assistance. Local churches and synagogues—particularly their women's auxiliaries, are often looking for worthwhile community projects and will usually be anxious to help the ESL/ABE program if they are made aware of its needs. They can, for example, provide volunteers to work as teacher aides, or might operate a nursery for the class-members' children. Many religious groups can donate classroom space which may be more appealing and more centrally located than a classroom in the local school.

Red Cross and Salvation Army—can extend emergency help to students. Students who need food, clothing, shelter or other essentials because of a natural disaster or some form of personal disaster can obtain help from these agencies while government agencies or insurance companies are investigating their claims. The local Red Cross can also provide instruction in medical self-help, first-aid, baby care for expectant parents, and other related subjects.

Civic Groups and Clubs—many are anxious to begin community improvement projects and will welcome the chance to assist ABE programs. One outstanding example is the Lions Club, which has provided eye care and glasses to thousands of indigent people.

Special Interest Ethnic Groups—may be valuable sources of volunteers, aides or special community advice, services and referrals.

League of Women Voters—provides information about voter registration, candidates and issues in elections, community agencies, and other information about citizenship. While each local League has its own projects, citizenship education of the deprived is a continuing interest of all League groups. The local League might undertake a special project to help ABE students, or can provide speakers and literature (such as political directories) about all aspects of the community's political life to help students understand how they can become participating, voting citizens.

Planned Parenthood Association—can provide literature and speakers. Local planned parenthood groups can provide professional speakers on birth control to address the class, or will provide personal instruction and counseling to those students who are interested in more information on birth control methods.

Other Groups—there are many such as Settlement Houses and the Migrant Council who have years of experience working with disadvantaged people and can give assistance to the ABE teacher or class.

Business and Professional Groups:

Medical and Dental Societies—can set up clinics and provide speakers, some medical and dental societies can be persuaded to set up a clinic at the school to examine ABE students. Individual doctors or dentists may speak to the class about health, hygiene, and related subjects.

Hospitals and Clinics—may provide services similar to above.

Legal Aid Societies—provide legal services and information. Sponsored by local bar associations or law schools, legal aid societies can provide free legal services and advice for those who are unable to pay for it. A spokesman for the local society can explain that group's services to the ABE class, as well as provide general information about legal rights of citizens.

Labor Unions—will recruit students and help in a variety of ways. Local labor organizations have long been interested in adult basic education. Their education officers often serve on lay advisory committees to ABE programs, and may contribute time, money, or facilities to help the program in some appropriate way.

Private Business and Industry—provide free literature or other materials, and encourage tours. They may be able to provide a variety of reading materials and other equipment or supplies for the program. They may also help the teacher plan class visits to their plants or offices. Many will provide speakers.

Employment Agencies—Public, Private and Institutional Placement Offices—can provide speakers, brochures, employment forms, etc.

OEO/Type Programs:

Local Community Opportunity Centers—provide tailor-made local services such as recruiting, providing teacher aides, conducting nurseries, or administering projects and direct grants. They are staffed by local people and are responsible to local conditions. There is virtually no limit to the variety of services which can be worked out with the local agency.

Project Head Start—the head start program provides pre-school education to deprived children from ages 3 to 6 so that they will be able to profit more from first grade and elementary public school education. Programs for parents are often conducted in the same location (or parents may be referred to ABE classes), so that they will be in a better position to help their children keep the head start they have acquired.

The Job Corps—provides job training to young men and women. Aside from trying to make disadvantaged young people employable, the Job Corps encourages them to return to school, obtain a job, or to join the armed forces after training is completed. Teachers may want to refer some of their younger students to the Job Corps, and should keep older students informed of the opportunities it offers their children.

2.3.7.2 ADVISORY COMMITTEE

One of the most effective methods of involving the community is through the establishment of a community advisory council. It is self-evident that an advisory council should be truly representative of the entire community and of the sub-communities therein. If the council is to be truly representative it should include an administrator, former students, presently enrolled students, representatives from business and labor, representatives of public and community agencies, professional associations, minority groups and any other community groups which can be identified.

To function effectively an Advisory Council should have:

- explicitly stated goals and characteristics of the program
- clearly defined internal and external operations

The degree of involvement and responsibility of the council will of course vary greatly from program to program. Generally, however, you may wish to have an advisory council assist you in such areas as:

- conducting a needs assessment
- designing a systematic approach to establishing program goals, objectives, outcomes, evaluations
- interpreting the Adult ESL program to the greater community as part of an effort to secure and maintain public support
- refining and supporting recruitment programs
- refining total program offerings
- sources of voluntary resource persons for program enrichment

The Advisory Council, formed as it is of community leaders, considers a cross-section of needs when making its recommendations. It tends to keep the administrator sensitive to the broader community, and to keep the broader community sensitive to the needs of the ESL adult program.

Figure 2.3.2.1

ESL MATERIALS EVALUATION FORM

Evaluator ______________________________
Program ______________________________
Title ______________________________
Date ______________________________

Objective: This form is designed for use by the staff of adult basic and continuing education centers in their evaluation of ESL/ABE materials. Its purpose is multi-faceted in that it is both an analytical device and also an instructional instrument directing and broadening thought on how a particular teaching design can be integrated with other existing materials. These forms will be of special value to those ESL instructors who come to preview materials at the BESC.

Title ____

Author ____

Publisher ____

Category *(check where appropriate)*:

☐ series
☐ basic text
☐ workbook
☐ teacher's manual
☐ grammar
☐ composition
☐ reader
☐ conversation

☐ pronunciation
☐ tapebook
☐ vocabulary
☐ spelling
☐ student reference
☐ film
☐ tape
☐ filmstrip

☐ chart
☐ poster
☐ flashcards
☐ language master cards
☐ microfiche
☐ kit
☐ record
☐ other *(specify)*
____

Hardware necessary for implementation of this material: ______________________________

____

Method of instruction:

☐ programmed: ☐ linear ☐ branching
☐ self-directed
☐ teacher-directed activity only
☐ other *(specify)*
____

Designed for what level:

☐ beginning
☐ intermediate
☐ advanced

Figure 2.3.2.1 – Contd.

EACH ITEM SHOULD BE MARKED +, –, or 0 + = YES – = NO 0 = NOT APPLICABLE

GENERAL FORMAT AND APPROACH

☐ adult oriented

☐ legible

☐ challenging

☐ interesting

☐ flexible (can be reorganized within itself and/or with other materials)

☐ innovative in its approach

☐ clear, concise, and adequate directions

☐ special instructions given to the teacher

☐ models are provided

☐ to be used with one specific language group–specify ______________________

☐ presents aspects of U.S. culture

☐ provides for acquisition of language skills: listening, speaking, reading, writing

☐ activities integrate the four basic skills

☐ development of skills is sequential

☐ development of skills is gradual

☐ development of skills is logical

☐ development of skills is reinforced

☐ strictly supplementary

☐ can stand alone

☐ is integrated with other material

☐ a theory of second language instruction is evident

☐ provides for out-of-class practice

☐ provides for testing of skills

☐ my students really need this material (identify students) ______________________

Comments: ______________________

____

Figure 2.3.2.1 – Contd.

PRONUNCIATION

☐ schematic diagrams and pronunciation keys are clear and easy to follow
☐ key approaches—aural, visual, oral, and kinesthetic are used in teaching pronunciation
☐ provision is made for listening practice
☐ a sequence is followed in teaching sounds
☐ adequate number, type, and variety of drills provided

Comments ______________________________

GRAMMAR/DRILLS

☐ grammar is presented through diagrams, dialogues, or reading passages
☐ repetition is provided through model sentences
☐ a variety of practice activities for grammar items is provided
☐ drills are appropriate for each practice situation
☐ drill items are logically grouped for student perception and performance
☐ drill utterances represent actual spoken English
☐ real communication exercises are provided
☐ grammar items are reintroduced in following communication activities

Comments ______________________________

READING PASSAGES

☐ interesting to adults
☐ recombine vocabulary and grammar
☐ treat current topics
☐ accompanied by adequate comprehension tests

Comments ______________________________

WRITING

☐ models are given
☐ models are scaled by difficulty, purpose, or topic
☐ models provide for a variety of levels of formality
☐ writing activities reinforce listening, reading, and speaking activities
☐ writing is taught during the other skills
☐ writing is taught after the other skills
☐ writing is controlled
☐ skills leading to free composition are introduced sequentially
☐ a variety of writing purposes is taught
☐ style is taught
☐ kind of writing taught is what the students really need

Comments ______________________________

Figure 2.3.2.1 – Contd.

VOCABULARY

☐ in harmony with probable experiences and centers of interest of adult students
☐ systematically taught and reintroduced
☐ pictures introduced to clarify important concepts
☐ study activities included
Comments ______________________________
____

TEACHER'S MANUAL

☐ directions are easy to understand
☐ is necessary for daily use of material
☐ has a placement guide for materials
☐ provides suggestions for diagnosis of specific skills
☐ has supplementary material
☐ describes a variety of teaching methods
Comments ______________________________
____

GENERAL COMMENTS

Have you used this material? ______________________________

Was it effective? Was it a drag? Was it fun to use? Would you use it again? Would you like to toss it into the garbage?

____

____

Strong points of the material (be specific) ______________________________

____

Weak points of material (if certain pages/sections provide problems, list them) ______________________________

____

____

If you haven't used it, would you? ______________________________

We would appreciate any additional candid comments you would like to make concerning this material.

Prepared by Joanna Sculley and John Daugherty, Arlington Heights, Illinois, 1975.

Figure 2.3.5 [A]

INFORMATION CHECKLIST

Name ______________________________ Date ________ Age ________ Sex ________

Check any of the following that are appropriate at entry and at termination:

	At Entry	At Termination
1. Entered the program for the first time at this registration	☐	≡
2. Employed full-time	☐	☐
3. Employed part-time	☐	☐
4. Not employed	☐	☐
5. Receiving public assistance	☐	☐
6. Learning English as a second language	☐	☐
7. Does not use English as primary language	☐	☐
8. Is a U.S. citizen	☐	☐
9. Found a better paying job	☐	☐
10. Has been promoted in their job	☐	☐
11. Received 8th grade diploma as a result of the program	≡	☐
12. Enrolled in education/training after ABE	≡	☐
13. Passed GED test	≡	☐
14. Enrolled in high school completion program	≡	☐
15. Received a drivers license during program	≡	☐
16. Registered to vote during program	≡	☐
17. Received training in completing tax forms	≡	☐

Fill in the following:

18. Number of children 0-5 years living in residence? ______________________________

19. Number of children 5-18 years living in residence? ______________________________

Developed by William Rainey Harper College Adult Education Program, Palatine, Illinois.

Figure 2.3.5 [B]

TO:

FROM: Noreen Lopez – Coordinator, Adult Basic Education

To improve our program it is necessary to find out why students stop coming to classes.

It would be most helpful if you would please check off the reason or reasons you stopped attending and return the form in the enclosed pre-addressed and pre-stamped envelope.

Thank you very much.

REASON FOR LEAVING:

a. ☐ Transportation problem
b. ☐ Shift change
c. ☐ Got all you wanted from the class
d. ☐ Second job or overtime

e. ☐ New job placement
f. ☐ Class did not meet your needs
g. ☐ Dissatisfied with program
h. ☐ Other (specify):

Para mejorar nuestro programa es necesario investigar la razón o razones por la que los estudiantes dejaron de asistir a clase.

Nos ayudaría mucho si usted hiciera el favor de marcar la razón o razones por las que usted dejó de asistir. Haga el favor de devolver la forma en el sobre que se le ha enviado.

Muchísimas gracias.

RAZONES:

a. ☐ Problema de transporte
b. ☐ Cambio de horario de trabajo
c. ☐ Recibió todo lo que esperaba de la clase
d. ☐ Segundo empleo o trabaja tiempo extra

e. ☐ Cambio de empleo
f. ☐ La clase no cubrió sus necesidades
g. ☐ No estuvo satisfecho con el programa
h. ☐ Otras razones (Especificar)

Follow-up letter developed by William Rainey Harper College, Adult Education Program, Palatine, Illinois.

Figure 2.3.6 [A]

READING LEVEL CERTIFICATION

Date ______________________________

Student's Name ____

☐ Unable to read English

☐ Reading Level I (grades 0-4)

☐ Reading Level II (grades 5-8)

☐ Reading Level III (grades 9-12)

Based on the results of the oral interview conducted at student registration and/or the reading test administered, I certify that ____ reads English at the above appropriately checked level.

____
Teacher's Name

Developed by Elgin YWCA, 220 East Chicago Street, Elgin, Illinois 60120

Figure 2.3.6 [B]

THE INFORMATION SHEET AS A PLACEMENT INSTRUMENT

A considerable amount of information is necessary in order to complete each student's file-folder and it is felt that several things might as well be accomplished at once, so questions relating to the file-folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student feels he is filling out an application questionnaire rather than taking an examination.

Later, the student's instructor or the teacher aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student feels that he is still in the preliminary stages of his enrollment and is not yet under stress. Also, the instrument gives a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling and reading ability.

The following placement level is included as a suggested guide:

LEVEL I	Low Beginning	● Cannot read and answer any questions ● Answers Q. 1, 2, 3 with incomplete sentences, many errors; omissions ● Reads and answers as above
	High Beginning	● Answers Q. 1-5; fair control, few omissions ● Answers Q. 6-10 with correct information; many errors; omissions
LEVEL II	Low Intermediate	● Answers Q. 1-10 correctly; few errors or omissions ● Answers 11 and 12 hesitantly; many errors and omissions; non-comprehension of 13, 14 or 15
	High Intermediate	● Answers Q. 1-15 correctly; few errors; few omissions ● Difficulty understanding Q. B 1-3; answers hesitantly; many errors and omissions
LEVEL III	Low Advanced	● Answers Q. B 1-3 fluently and correctly ● Understands Q. B 4-7; responds hesitantly; many errors and omissions
	High Advanced	● Answers all questions through B 7 fluently; few errors; possibly heavy pronunciation confusions; errors in perfect tenses

Figure 2.3.6 [B] – Contd.

ESL/ADULT BASIC EDUCATION PROGRAM

Participant Information Sheet

Institution ______________________________

Interviewer ______________________________ Date ____________________

A – PERSONAL HISTORY

1. What is your name? ______________________________
2. What is your address? ______________________________
3. What is the date today? ______________________________
4. What is your Social Security No.? ______________________________
5. Do you have a telephone? ____ What is the number? ______________________________
6. Are you married? ______ What is your husband's name (or wife's name)? ______________________________

____
7. Do you have children? ___ How many? ______________________________
8. When were you born? Month ______________ Day __________ Year __________
9. Where were you born? City ______________ State __________ Country __________
10. Do you have a car? ______________________________
11. If so, what kind? ______________ What is the license number? __________

____
12. Do you have an Illinois driver's license? ______________________________
13. Where are you employed? ______________________________
14. Are you employed full-time or part-time? ______________________________
15. How long have you worked for your present employer? ______________________________

B – EDUCATIONAL HISTORY

1. Did you go to elementary school? ___ Where? ______________________________
   What is the last grade you completed? 1 2 3 4 5 6 7 8
2. Did you go to high school? ____ Where? ______________________________
   What is the last grade you completed? 1 2 3 4
3. Did you go to college? ___ Where? ______________________________
   What is the last grade completed? 1 2 3 4
4. Have you had any other education or training? ______________________________
   What kind? ______________ Where? ______________
5. Can you read:

   ______ English
   ______ Spanish
   ______ Other
   ______ Not at all
6. Have you ever attended school in the U.S.? ☐ Yes ☐ No
   Where? ______________ How long? ______________
7. How long have you been in the U.S.? ______________________________

Figure 2.3.6 [B] – Contd.

To be completed by authorized program staff

C – EDUCATIONAL PLACEMENT

Date	Kind of Test	Results

Progress Report

Enrollment Date	Course	Completion Date	Certificate Hours	Exit Date	Reason

Referrals	Date
1. To Counselor	
2. To Vocational Training	
3. To Employment	
4. To Other Classes	
5. Other	
6. Other	

Completion	Date
1. ESL Program	
2. 8th Grade Diploma	
3. G.E.D.	
4. Other	

Figure 2.3.6 [B] – Contd.

D – CERTIFICATE RECORD

Date Certificate Received ______________________________

Class ______________________________

No. of Hours ______________________________

E – FOLLOW-UP

Reason for Separation **Check**

1. To take a job ☐
2. To take a better job ☐
3. To enter another training program ☐
4. Met personal objective ☐
5. For lack of interest ☐
6. Because of health problems ☐
7. Because of transportation problems ☐
8. Because of child care problems ☐
9. Because of family problems ☐
10. Because of time class/program is scheduled ☐
11. Because of class/program termination ☐
12. For other known reasons ☐
13. For unknown reasons ☐

Additional Information

1. Is enrolled in an urban ABE Program ☐
2. Is enrolled in a rural ABE Program ☐
3. Is enrolled in program who is employed ☐
4. Is enrolled in program who is unemployed ☐
5. Is enrolled in program who is receiving public assistance ☐
6. Is on waiting list to enter program ☐
7. Achieved Eighth Grade Diploma through program ☐
8. Enrolled in High School Diploma Program after completing ABE Program ☐
9. Passed G.E.D. test ☐
10. Graduated from high school after starting in Adult Education Program ☐
11. Enrolled in other Education/Training Program ☐
12. Was removed from Public Assistance Rolls ☐
13. Obtained jobs as a result of Adult Education experience ☐
14. Changed to or was upgraded to a better job as a result of program ☐
15. Registered to vote for the first time ☐
16. Received U.S. Citizenship ☐
17. Received driver's license ☐
18. Received training in completing income tax forms ☐

Figure 2.3.6 [C]

STUDENT REGISTRATION FORM **ENGLISH AS A SECOND LANGUAGE**

Name ______________________ Date ______________

Address ______________________ Interviewer ______________

Phone ______________________ Reading Level ______________

Birthday & Age ______________________________

Male ______________ Female ______________

Place of employment ______________________________

Full time ______________ Part time ______________

How long in U.S.? ______________________

		Where?
Educational History (circle last grade completed)		
1. Grade School	1 2 3 4 5 6 7 8	______________
2. High School	1 2 3 4	______________
3. College	1 2 3 4	______________
4. Other education		How long?
(Include English classes, if any) ______________		______________
______________		______________

Read a newspaper in native language? ______________

Read a newspaper in English? ______________

Children .... ______________ Number School Age ______________ Number Pre-School Age

List names and ages of children enrolled in YWCA child care program. Please indicate any special problems.

Personal class objective:

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

Figure 2.3.6 [C] – Contd.

Please circle correct response:

Are you a citizen of U.S.? .... Yes No

Are you a registered voter? .... Yes No

Are you an Armed Forces veteran? .... Yes No

Are you head of household? .... Yes No

Do you speak English in your home? .... Yes No

How did you hear about the English class?

Class Placement

Date	Location	Teacher/Level	Completion Date	Drop Date	Reason

Testing Record

Kind of Test	Date	Result	Date	Result

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

2.4 STAFF DEVELOPMENT

Program administrators should encourage and foster staff development activities. It is important to provide ways in which the staff can participate actively in both the planning and training aspects of their development. To encourage such participation, you may wish to consider some of the following suggestions:

- develop and maintain staff profiles including training, experience, talents, interests, areas of expertise
- schedule meetings at least once a month (or, if this is not possible, schedule and hold regular meetings)
- schedule staff meetings either when demands on staff time are minimal or when released time can be secured
- discuss program structure and funding with staff
- review proposal goals and objectives
- discuss program planning and budget preparation with staff
- review present budget and its implications
- solicit staff recommendations, within limits of budget and program, for staff development activities
- solicit staff recommendations for expenditures of budgeted items
- review staff development activities available locally, regionally, state and nation-wide
- include budget item for staff participation in available staff development activities (i.e., attendance at staff development activities—regional, state, federal and professional conferences; reimbursement for travel to Curriculum Resource Center, etc.)
- review these options regularly with staff
- develop a professional library for staff; review with staff
- review materials, brochures, handbooks, curriculum guides, media with staff
- budget for and schedule periodical local program staff development activities based on staff input
- schedule time and space for staff to work together
- cooperatively develop and review handbooks for staff and students
- prepare and distribute regular report of staff meetings and activities
- arrange for staff to visit other local programs, community service organizations, etc.

- interpret local, state and federal policies and practices with the staff
- make available resource people with first-hand training and experience in adult ESL
- delegate responsibilities to students, staff members—providing opportunities for these staff members to make their findings available to others
- provide opportunity for staff to demonstrate their instructional abilities to other teachers

2.5 PROGRAM EVALUATION

Program evaluation should:

- provide information necessary for general improvement of program with respect to its goals and objectives
- provide supporting evidence for program changes or budget requests
- help keep the program in tune with the changing needs of students and community

The following principles of evaluation may prove useful:

- self-appraisal is usually more meaningful than outside appraisal
- everyone concerned with the instructional process should be involved in the evaluation. Administrators, instructors, regional supervisors, students, former students, aides, counselors, community representatives are all involved in the process
- comparison with self leads to more growth than comparison with others. Compare what is with what should be on the basis of your program goals and objectives
- evaluation offers the greatest potential benefit if it is a continuous, integral part of the program

An Instructional Process Evaluation Kit prepared for the Adult English as a Second Language program is available from the Adult English as a Second Language Unit of the Bilingual Education Service Center. It includes a series of questions and probes to aid in determining how well the instructional process is meeting the goals and objectives of the program. The kit includes a form for teacher self-evaluation and two forms for student evaluation of instruction—one intended for beginning/intermediate levels, the other for intermediate/advanced levels.

Because student evaluation of program effectiveness is often neglected we are including here three evaluation formats. Figure 2.5 [A] is a relatively short Class Practices Evaluation designed for the beginning level class and reflects the work actually done in class. Figure 2.5 [B] is also intended as a class evaluation form. It is designed for use by students who have completed the intermediate or advanced levels. The last form, Figure 2.5 [C], is designed to help students evaluate their experiences with the total program.

Figure 2.5 [A]

Section ______________________ Date ______________________

English as a Second Language

Class Practices Evaluation

Please be honest! You may sign your name but it is not required.

	I want more (I like)	It's O.K.	I want less (I don't like)
1. Spelling	______	______	______
2. Pronunciation	______	______	______
3. Oral reports by students	______	______	______
4. *Mastering American English*	______	______	______
5. Listening Exercises	______	______	______
6. Writing	______	______	______
7. Conversation	______	______	______
8. Coffee break	______	______	______
9. Verb study	______	______	______
10. Field trips	______	______	______
11. Guest speakers/movies	______	______	______
12. Dictionary practice	______	______	______
13. Reading	______	______	______
14. Vocabulary Building	______	______	______
15. ______________________	______	______	______
16. ______________________	______	______	______

Suggestions of topics for practice and conversation (example: *first-aid, describe symptoms to a doctor):*

Comments and suggestions:

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, IL 60120

Figure 2.5 [B]

CLASS EVALUATION

Instructor ______________________________
Class ______________________________
Date ______________________________

	Excellent	Very Good	Good	Fair	Poor
1. How would you rate this class? ______					
______					
______					
______					
2. What is your evaluation of the teacher? ______					
______					
______					
______					
3. What is your evaluation of the teacher aide? ______					
______					
______					
______					
4. How well were points clarified and illustrated? ______					
______					
______					
______					
5. Was there a chance for questions? ______					
______					
______					
______					
6. Did you have a chance to participate? ______					
______					
______					
______					

Figure 2.5 [B] – Contd.

7. Would you recommend this class to others?

☐ Yes ☐ No

8. Could you apply what you learned in each class?

9. What is your overall rating of the program?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

10. What feeling did you have while in class? Check the appropriate answer.

	Often	Sometimes	Never
Frustrated	☐	☐	☐
Challenged	☐	☐	☐
Annoyed	☐	☐	☐
Confused	☐	☐	☐
Satisfied	☐	☐	☐
Proud	☐	☐	☐
Embarrassed	☐	☐	☐
Bored	☐	☐	☐
Comfortable	☐	☐	☐
Uncomfortable	☐	☐	☐
Happy	☐	☐	☐

Figure 2.5 [C]

STUDENT EVALUATION

Name ______________________________
Soc. Sec. No. ______________________________
Date ______________________________
Class ______________________________

	What I Want to Know	Did I Learn Enough		Comments
		As Much As Expected	Not As Much As Expected	
I	**Language Goals**			
	Speaking			
	Pronunciation			
	Reading			
	Writing			
	Increased Vocabulary			
	Job Related Vocabulary			
	Listening Skills			
II	**Information Goals**			
	Emergency Service (Health, Fire, Police, Accident, Legal)			
	How to Use the Phone			
	Insurance (Auto, Health, Life)			
	Driver's License Information			
	How to Become a Citizen			
	Social Security (Disability, Medicare, Retirement Corrections)			

Based on a form used in the Harper ESL/ABE Program, Palatine, Illinois

Figure 2.5 [C] – Contd.

What I Want to Know	Did I Learn Enough?		Comments
	As Much as Expected	Not As Much As Expected	
Information Goals (contd.)			
Community Service (Food Stamps, Public Aid, Library, Voting, Recreation, Consumer Fraud)			
III. Long Range Goals			
Eighth Grade Diploma			
GED Certificate			
Vocational Training Opportunities			
Professional Training Opportunities			
IV. Employment Goals			
Job Forms (Applications, Time Cards, Leaves of Absence)			
Employment Opportunities			
Unions			
Tests for Job Upgrading			
Job Related Math			
V. Consumer Education Goals			
Payroll Deductions			
Income Tax			
Credit			
Managing Your Money			

Figure 2.5 [C] – Contd.

What I Want to Know	Did I Learn Enough?		Comments
Consumer Education (contd.)	As Much as Expected	Not as Much As Expected	
Checking, Savings Accounts			
Rent Problems			
Salesmen Problems			
Advertising			
Use of Newspaper			
Other Goals			
....			
....			
....			
....			

Suggestions for Improving Classes:

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HANDBOOK FOR THE
ESL / ABE ADMINISTRATOR

A PLANNING GUIDE FOR DEVELOPING THE
ESL / ABE INSTRUCTIONAL PROGRAM

BOOK 3

Written by:

JOANNA SCULLEY ESCOBAR

JOHN DAUGHERTY

ESL / ABE Consultants

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BILINGUAL EDUCATION SERVICE CENTER

Arlington Heights, Illinois

June 1975

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3. A PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM

The following six goals are basic elements in an ESL/ABE program. This planning guide is intended to aid you and your staff in developing and implementing these goals.

GOAL 1: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNITY RESOURCES TO MEET THEIR IMMEDIATE AND EXPANDING NEEDS.

To achieve this goal the program will:

- provide each student with a functional knowledge of the range of services available in the community
- enable each student to understand the functions of at least twenty community services
- enable each student to utilize independently or in groups each of the services available in the community
- provide each student with an opportunity for personal interaction with a personal representative of at least half of the twenty service agencies identified by the student

GOAL 2: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNICATION SKILLS IN THEIR DAILY LIVES.

To achieve this goal the program will enable the student to:

- listen to varieties of spoken-English and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- speak in a variety of situations and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- read from a variety of English sources and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- write for a variety of purposes in a manner acceptable, effective and functional in English-speaking society at least 80% of the time

GOAL 3: ADULTS IN THE ESL/ABE PROGRAM WILL PARTICIPATE EFFECTIVELY IN A NETWORK OF COMMUNITIES AND CARRY OUT THE DAILY AFFAIRS OF LIFE WITH SELF-CONFIDENCE.

To achieve this goal the program will enable the student to:

- carry out consumer affairs with approximately 80% efficiency
- carry out the daily affairs of earning a living with approximately 80% efficiency
- carry out the affairs of home and family life with approximately 80% efficiency
- carry out the daily affairs of health and safety with approximately 80% efficiency
- participate in the daily affairs of government and law with approximately 80% efficiency

- participate in a variety of leisure time activities with approximately 80% efficiency
- carry out the daily affairs required by the technological culture with approximately 80% efficiency
- participate in a multiplicity of cultural patterns and life-styles with approximately 80% efficiency

GOAL 4: ADULTS IN THE ESL/ABE PROGRAM WILL IDENTIFY AND UTILIZE OPPORTUNITIES FOR OCCUPATIONAL/PROFESSIONAL ADVANCEMENT.

To achieve this goal the program will enable the student to:

- secure employment in accordance with individual needs, interests and training
- identify sources of employment information
- identify job categories, minimum requirements and job desirability
- identify and utilize training and guidance services
- meet employment requirements such as applications, interviews and behaviors

GOAL 5: ADULTS IN THE ESL/ABE PROGRAM WILL UNDERSTAND AND EFFECTIVELY FUNCTION IN A VARIETY OF MULTI-CULTURAL LIFE STYLES.

To achieve this goal the program will enable the student to:

- identify the essential values of various cultures and sub-cultures in the United States
- predict accurately the effects of particular patterns of behavior
- behave so as to achieve a specific, desired purpose
- understand the historical and social background of the English-speaking society

GOAL 6: ADULTS IN THE ESL/ABE PROGRAM WILL FUNCTION AT THEIR OWN RATE, CAPABILITY AND INTEREST LEVELS.

To achieve this goal the program will enable the student to:

- develop personal needs assessment
- work on individualized materials
- utilize content materials appropriate to his individual situation
- evaluate the impact of the program upon his personal needs
- formulate revisions in the program content

In developing a program to meet your written goals you will need to include each of the six sections outlined here. How you develop the section is best determined by you, your staff and your students. Each program is encouraged to develop its own best means of reaching the six goals. Thus you should feel free to expand the objectives given as your situation requires.

In utilizing the guide, the following procedure is suggested:

1. Consult section 3.1, choosing the necessary content areas to be included
2. Consult section 3.2, articulating the performance objectives required to achieve mastery of the content areas
3. Consult section 3.3, to determine the communication skills to be learned
4. Consult section 3.5, to determine a scope and sequence to be followed for developing the skill areas
5. Consult section 3.6, to identify the test(s) needed to place students in classes which they can handle
6. Consult section 3.7, to identify a variety of commercially available texts

We strongly urge that Goals 1 and 2 be a part of all programs.

3.1 GENERAL KNOWLEDGE AREAS – CONTENT

The following content areas are suggested. Others should be added or substituted to fit the needs and concerns of individual students and local situations.

3.1.1 EARNING A LIVING

Occupations
Names of factories
Trade terminology
Basic vocabulary for occupations of each student
Social Security
Licenses needed
Technological advances in trades represented in class and in locality
Jobs available to adults
How to find a job–word-of-mouth, ads, agencies, etc.
How to apply for a job–letter, phone, interview
Filling out an application blank
How to hold a job–appearance, customs, relations with others
How to advance on the job
Unions–dues, card, manager or shop steward
Pensions, annuities
W-4 forms, W-2 forms
Withholding taxes
Compensation
Health insurance
Blue Cross, etc.
Coffee breaks
Payroll deductions
Vacation with pay
Reporting income–making out income tax forms
Retirement preparation
Unemployment insurance
Payday–cash, check, etc.
Income tax
Others

3.1.2 CONSUMER AFFAIRS

Names of simple, staple food items; native foods
Kinds of stores for food and other purchases; how they operate and advantages of each
Food contracts—food plans
Basic shopping rules
Weights, sizes, brands, grade labeling
Sizes of clothing—men's, women's and children's
Standard sizes for household supplies, sheets, curtains, rugs, etc.
Measuring the home for rugs, curtains, etc.
Consumer protection; laws—local, state, and federal
Standard brands—weights and measures; food and drug laws—Better Business Bureau, Division of Consumer Frauds
Paying for purchases—charge accounts, installment buying, C.O.D., cash, contracts, credit, loans, etc.
Sales tax
Savings accounts, loans, mortgages
Writing checks—deposit and withdrawal slips or forms
Taxes on certain items—local, state and federal
Coins—recognition and use
Intelligent buying—planning ahead
Influence of advertising—newspapers, radio, TV; how to read an ad
How consumers influence producers
Borrowing money—financing purchases

3.1.3 HOME AND FAMILY LIFE

Homemaking—table setting, holding a party, entertaining guests
Planning—talking things over with members of family
Etiquette
Housekeeping—garbage disposal, etc.
Renting, buying a house, apartment
Leases
Contracts
Loans, mortgages
Budgeting
Insurance—fire, theft, etc.
Taxes
Schools—PTA
Collections and drives in town, types of house visitations to expect in connection with local drives
Baby care
Food processing
Songs to sing at home with the family—"Happy Birthday," etc.
Children's allowances
Getting a baby-sitter
Family relationships
Customs and manners in the home
The working mother
Other

3.1.4 HEALTH

First-aid, home supplies, home remedies
Food conservation—how to store food at home; signs of decay, reasonable storage time
Preventive information—local/state health authorities; polio, flu, TB, cancer, etc.
First-aid rules
How to get a doctor
How to get an ambulance
How to help in an emergency—self-help; neighbor-help
Local and county medical services available
Phone number of local fire, police, health services, ambulance
Insurance—Blue Cross; other
Fire safety
Regular visits to doctor, dentist, clinic
Care of the eyes
Care of the feet
Nutrition—basic foods, planning meals, etc.
Public health and safety
Home accidents
What to do if you have an accident at home or in the street
What to do if you see an accident
Basic driving rules
Basic rules for pedestrians
Local traffic regulations
State driving rules—throughway, etc.; speed limits, etc.
Dangers—signs of use of drugs, alcohol
Other

3.1.5 GOVERNMENT AND LAW

Awareness of governmental functions, agencies and regulations
Awareness of individual rights and obligations under the law
Relationship between the individual and the legal system
Legal papers, services which are needed
Comprehend the legal tax system
Voting requirements for citizens—first voters, registration procedures, residence requirements

3.1.6 LEISURE TIME

Utilizing educational opportunities
TV and radio programs
Picnics and outings
Hobbies—stamps, bowling, etc.
Making money at home
Plans for retirement
Music appreciation—concerts, recordings, etc.
Sports—basketball, soccer, hockey, tennis, bowling, etc.
Art appreciation
Recreation—types and facilities available; charges, if any, days and hours

Reading for pleasure
Opportunities for social service, campaigns, drives, etc.
How to dress for various events, etiquette
Requirements or regulations for various activities—ball game in the park
PTA and other clubs in town; who is eligible for membership
Clubs and activities for the children—Scouts, etc.
Local community resources—library, county agent, etc.
Baby-sitting
Other

3.1.7 TECHNOLOGY

A vocabulary of new words—missile, rocket, etc.
Viruses
Medical research—vaccines, polio, etc.
Wonder drugs—penicillin, antibiotics
People responsible for these advances—Pasteur, Salk, etc.
Telephone
Television
Radar
Radio
Oil and petroleum, responsible for a multitude of products in everyday use—plastics, nylon, etc.
Atomic energy—peacetime usage, etc.
Electrical appliances in the home
Air travel—planes, jets, etc.
Moon and space travel and landing
Satellite transmission of telecasts
Transplants
Other

3.1.8 MULTI-CULTURAL PATTERNS / LIFE STYLES

Historical background of the target culture
Holidays
Social problems, customs, idioms
Clothing
Eating customs
Recreation
Family roles
Religion
Mores
Sex roles
Emotions

3.2 GENERAL KNOWLEDGE AREAS – SAMPLE OBJECTIVES

3.2.1 CONSUMER AFFAIRS

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about consumer education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Count up to one hundred; count in sets of 2's, 5's, and 10's.
3. Define and abbreviate terms dealing with simple measurements—such as: dozen, pound, yards and inches.
4. Give change, accept change, and identify American coins and bills.
5. Read simple signs in stores, such as IN, OUT, SALE, 6 items or less, etc.
6. Read the label on canned goods.
7. Read advertisements and compare prices, weights and quality.
8. Follow directions on recipes and produce acceptable results.

Add others that would be appropriate for your specific class.

3.2.2 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write a check.
3. Make items of clothing using dress patterns, altering patterns and learning to conserve yardage by making purchases in fractional lengths.
4. Distinguish between opinion and fact, truth and propaganda, and minimum fact and exaggeration.
5. Use the facilities of the public library to locate books and other materials on food, health, sewing, nutrition, etc.
6. Adjust and write up the alterations on a dress pattern, variations of a recipe, directions on knitting a sweater, etc.
7. Work out problems in time payment, cash sale, interest, discount, etc.
8. Keep a record of allowances, expenditures, savings, etc. with the family as a regular part of home management.
9. Use for class items appearing in the local newspapers, radio and TV that pertain to efficient operation of household chores, nutritional value of various food items, pro and con of using insecticides in the homes, etc.

Add others that would be appropriate for your specific class.

3.2.3 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in *Group III* should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Explain the meanings of the various seals of approval on items found in the stores, such as *UL Approved, U.S. Department of Agriculture Approval, Good Housekeeping Seal of Approval,* and *Motor Trend Award.*

3. Identify and explain the various ratings used to establish quality control, such as USDA PRIME, USDA CHOICE, USDA GOOD, and USDA FAIR, and the EXTRA FANCY, FANCY, GOOD, CHOICE and FAIR.
4. Identify the functions and discrimate the various agencies that help to maintain standards and quality control of goods, such as *U.S. Department of Agriculture, Office of Consumer Protection,* and the *BBB (Better Business Bureau).*
5. Figure out the advantages and disadvantages of long-term monthly payment plans.
6. Discuss concerns pertaining to the various taxes such as sales tax, income tax, and property tax.

Add others that would be appropriate for your specific class.

3.2.4 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in *Group I* should be able to listen, speak, read and write about numbers and money with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write numbers and spell numbers up to 100; for instance, *12* or *twelve.*
3. Identify American currency and coins and give change correctly.
4. Count in sets of 2's, 5's, and 10's.
5. Read the Roman numerals on the face of a clock.
6. Convert number words into Arabic numerals, such as *three thousand, two billion,* etc.

Add others that would be appropriate for your specific class.

3.2.5 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write words pertaining to numbers and/or measurements, such as *foot, cups, eleven miles,* etc.
3. Abbreviate measurement terms and numbers and/or read abbreviations.
4. Count in sets of 3's, 4's, 6's, 7's, 8's, and 9's.
5. Read and write the time on the face of the clock.

Add others that would be appropriate for your specific class.

3.2.6 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction, a student in *Group III* should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:

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1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Figure wages, salaries, overtime, etc., as they affect the individual.
3. Fill out simple tax forms and monthly payment forms.
4. Use all the services offered by the banks, such as: savings, checking account, and loans.
5. Use fractions, fractional parts and percentages in altering recipes, sewing clothes or measuring dimensions.

Add others that would be appropriate for your specific class.

3.2.7 FAMILY AND SELF

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify the members of the immediate family, such as *mother, father, sister, brother, baby,* etc.
3. Describe other relatives of the family.
4. Describe the home, occupation, grade in school, special talent of members when asked.
5. Describe the types of activites that they participate in as a family.
6. Plan and assist in a family party.

Add others that would be appropriate for your specific class.

3.2.8 FAMILY AND SELF

Given up to 100 hours of instruction a student in *Group II* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify and describe each member of the family with specific details that make each member unique.
3. Get family participation in PTA, church functions and community endeavors.
4. Discuss simple experience stories involving family members in informal gatherings.
5. See his position and role in the family with the duties that go with them.

Add others that would be appropriate for your specific class.

3.2.9 FAMILY AND SELF

Given up to 100 hours of instruction, a student in *Group III* should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Write and submit an autobiography written in narrative style.
3. Assist other members of the family in as many areas as possible.
4. Write and describe the aspirations of the other members of the family.

Add others that would be appropriate for your specific class.

3.2.10 GREETINGS AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about greeting and conversing with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Greet one's own friends in English, using expressions such as "Hello," "How are you," "Hi," etc.
3. Introduce friends to each other.
4. Offer and graciously accept greetings, sympathy and congratulations when necessary.
5. Answer the telephone and converse in English informally.
6. Make and change appointments by telephone or in person.
7. Ask simple questions using sentences with verb beginnings, such as *do, did, where, what,* and *why.*
8. Give name, address, telephone number, zip code and social security number with accuracy.

Add others that would be appropriate for your specific class.

3.2.11 GREETING AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about greeting and conversing with others with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Describe informally relationships such as aunt, sister-in-law, niece, nephew, grandchild, and cousin.
3. Lead, plan, and assist in organizing a party.
4. Discuss a recent movie when talking among friends.
5. Serve as an usher, receptionist, or guide.
6. Speak acceptably with particular attention to verb aggreement and tense.
7. Participate actively in community functions, meetings, clubs, etc.
8. Use conversational idioms such as, *"I'm broke," "It's a lemon,"* and *"Let's knock off."*

Add others that would be appropriate for your specific class.

3.2.12 EARNING A LIVING

Given up to 100 hours of instruction, a student in *Group I* should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Fill out a simple application form.
3. Answer oral interview questions.
4. Read the want-ad section in the daily newspapers.
5. Talk about previous positions, employer, firm, wages, etc.
6. Discuss hours of work, days of the week, duties, overtime, etc.
7. Talk about benefits other than wages.
8. Discuss short and long term occupational goals.
9. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.13 EARNING A LIVING

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Discuss previous academic, professional or vocational training as appropriate.
3. Describe previous work experiences.
4. Ask questions about wages as they relate to his family responsibilities.
5. Name references that would know about his job performances.
6. Answer questions pertaining to his general health condition.
7. Discuss short and long term academic, professional or occupational goals.
8. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.14 HEALTH – SAFETY

Given up to 100 hours of instruction a student in *Group I* or *Group II* should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Administer simple first-aid measures until appropriate medical assistance arrives.
3. Put together a basic first-aid kit.
4. Compile a listing of places to call for emergency assistance such as: fire department, police department, poison clinic, city and county emergency hospital and ambulance services and the American Red Cross.

5. Read safety precautions on labels.
6. Read and explain posters and pamphlets on safety and health.

Add others that would be appropriate for your specific class.

3.2.15 HEALTH

Given up to 100 hours of instruction, a student in *Group II* or *Group III* should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Know basic medical and physiological terminology.
3. Be able to follow doctor's directions.
4. Be able to read and follow directions on prescriptions.
5. Understand basic physical needs.
6. Understand basic preventive measures for accidents, illness and injury.
7. Identify and use basic local health services.

Add others that would be appropriate for your specific class.

3.2.16 HEALTH – SIGNS AND WHAT THEY SAY

Given up to 100 hours of instruction, a student in *Groups I, II* and *III* should be able to listen, speak, read and write about signs and what they mean with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Become familiar with traffic and road signs, such as GO, STOP, WALK, CROSSWALK, SLOW, etc.
3. Become familiar with directional signs such as north, south, east and west.
4. Read safety and fire signs in buildings such as auditoriums, arenas, cafeterias, etc.
5. Distinguish signs by their international signs and shapes, such as NO PARKING, RAILROAD CROSSING, and GO SLOW.
6. Read and follow instructions on medical and drug labels.

Add others that would be appropriate for your specific class.

3.2.17 LEISURE TIME – CONTINUING EDUCATION

Given up to 100 hours of instruction, a student in *Group I* or *Group II* should be able to listen, speak, read and write about education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory to make effective use of leisure time through continuing education.
2. Apply and/or register for class work with minimum assistance from others.

3. Ask simple questions about classes, teachers, schedules, rooms, books.
4. Ask for definition, direction or information by phone or in person.
5. Give specific reasons for coming to class.
6. Explain educational needs to the teacher for assistance.
7. Describe the location, the purpose and curriculum of the program.

Add others that would be appropriate for your specific class.

3.3 ESL/ABE INSTRUCTIONAL OBJECTIVES – COMMUNICATION SKILLS

3.3.1 LISTENING / SPEAKING

Group I

To greet one's own friends in English correctly.
To say the days of the week and the months of the year correctly.
To ask for directions in English.
To give the correct time in English orally.
To ask for help in case of emergency
To say the letters of the alphabet correctly.
To produce sounds not found in their native language, but existing in English.
To count out loud up to one hundred; also being able to count in sets of 2's, 5's, and 10's.
To work together with others.
To ask simple questions about class, family, friends, etc.
To identify objects around the school, classroom, home, etc.
To go to the supermarket and shop alone.
To give change, accept change, and identify American coins.
To introduce friends to each other.
To accept and offer sympathy, greeting, and congratulations when necessary.
To listen to others and mimic spoken English as said by others.
To make appointments, change appointments, arrange for a change; all these things by telephone or in person.
To ask for definition, direction, and/or information by telephone, person-to-person.
To describe accurately their home, family, etc.
To talk about one's occupation, employer, firm, etc.
To converse with friends *entirely* in English.
To talk informally with friends about *health, sickness, weather, family and relatives.*
To use proper English phrasing, intonation, and rhythm.
To say most of the colors.

These objectives are intended as a guide for the various groups. Instruction should not be limited to these areas.

Group II

To give sample words for each of the different vowel sounds (hate, hat, above, father, fur, feet, fed, etc.)
To ask questions beginning with *Can, May, What, Why, When, Where,* etc.
To discuss in class news items appearing in the local newspaper, radio, or TV.
To repeat and follow directions given orally.
To describe relative relationships, such as *aunt, uncle, mother-in-law, brother,* etc.

To discuss money problems, allowance, etc.
To conduct a class meeting when requested.
To give an oral report in front of the class when called upon.
To demonstrate and explain a simple task when so requested by the teacher.
To read large numbers orally when necessary.
To lead, plan, and assist in organizing a party.
To join in and discuss a recent movie when talking among friends.
To distinguish minimal pairs.
To discuss the various kinds of measurements, such as linear, time, weights, etc.
To hear the difference between written and spoken English, learning and practicing blending of words together when speaking.
To speak at public functions.
To actively participate in community functions, meetings, clubs, etc.
To speak in English as often as possible, regardless of errors.
To give and receive constructive criticisms.
To understand and use common English idioms such as, *"I'm broke," "Take-off."*
To speak correctly as far as verb agreement is concerned.
To use past tense correctly.

Group III

To use American idiomatic expressions with ease.
To use the dictionary to verify pronunciation.
To identify and produce difficult blends (*str, shr, fr, tr, spr,* etc.).
To chair a meeting.
To think in English so that sentence structure does not come out non-English.
To listen accurately.
To select the right word when conversing so that there will be no misunderstanding.
To increase vocabulary regularly.
To meet each new social situation by understanding what to do.
To speak until understood.
To participate in class role playing.
To use courteous, exact and concise language when speaking, interrupting and/or criticizing.
To answer most questions accurately with ease.
To speak extemporaneously.
To reorganize a large social function.

3.3.2 READING

Group I

To read different traffic signs and be able to act accordingly.
To read and identify words pertaining to addresses (street, lane, alley, dead-end).
To read and understand simple health terms (medicine, prescription, doctor, nurse).
To use correct intonational patterns when reading.
To read the alphabet in sequential order.
To read the date, time, and day correctly (such as *Monday, August 23, 1975*).
To read simple experience stories about class, family, work.
To read the labels on canned goods and purchase items wisely.
To read advertisements and compare prices, market wisely, and compare weights.
To read and follow directions on recipes and produce acceptable end products.

To read, comprehend and follow road maps, etc.
To read and comprehend bus, train and airplane schedules.
To use and understand the simple elementary dictionary to locate information.
To understand abbreviations.
To read and comprehend directions on box mixes (Jello, hot rolls, cookies, etc.).
To read and comprehend what is a real marked-down price and a bargain.
To sound out new words correctly.
To use the public library facilities.
To read for different purposes.

Group II

To read in thought groups, stopping when necessary and following punctuation marks.
To use the various sections of the newspaper to find information quickly.
To pronounce new words by using syllabication.
To read and understand news articles, advertisements, signs, labels, directories, catalogs.
To read and understand maps: city maps, world maps, community maps, etc.

Group III

To use general reference texts with skill in locating information needed (encyclopedia, gazetteer, atlas, biographical text, etc.).
To read and fill out application forms.
To recognize misspelled words.
To read aloud numbers running into millions, hundred thousands, etc.
To identify all the different types of reading materials such as store signs, traffic signs, recipes, books, magazines, newspapers, maps, globes, directions, labels, etc.
To re-group and re-phrase words for better understanding.
To identify the different parts of a book.
To read comics, cartoons, cartoon captions, map legends, footnotes, bibliographies, indexes, glossaries, and tables of contents.
To skim, read aloud, read silently.
To use reference texts.
To improve comprehension by using contextual clues.
To interpret and understand simple graphs and maps.
To read in English for enjoyment.
To work for self expression.
To read for purposes other than enjoyment alone.
To read and interpret new materials.
To place events in chronological order, alphabetical order, and numerical order.
To read literature with real attempt to understand the content.
To vary reading material, fiction, "how to" books, travelogues, mysteries, biographies, etc.
To use syllabication to attempt pronunciation of new words.
To read for information, fact, and statistics.

3.3.3 WRITING

Group I

To write name, address, telephone number, zip code, etc.

To fill out a simple application form correctly.
To write the letters of the alphabet in manuscript capitals.
To write the letters of the alphabet in manuscript small letters.
To write the letters of the alphabet in cursive capitals.
To write the letters of the alphabet in cursive small letters.
To tell and write time correctly.
To write numbers in dollars and cents.
To write numbers from one to one hundred.
To write numbers in sets of 2's, 5's, 10's.
To write the days of the week and the months of the year correctly.
To spell simple one-syllable words.
To start all sentences with a capital letter.
To put the proper punctuation mark at the end of a sentence.
To write numbers, large and small, up to a million.
To write a personal check.
To write brief letters.
To use the dictionary to check on spelling and meaning.
To use the common punctuation marks correctly.

Group II

To spell acceptably.
To write simple descriptive paragraphs.
To change a paragraph written in present tense to past tense.
To understand what a paragraph is and write short compositions using two paragraphs.
To address an envelope correctly, using abbreviations when needed.
To use the dictionary to check on correct spelling.
To write special and business letters.
To spot misspelled words and know how to correct them.
To write a short autobiography using guide questions.
To use the following punctuation marks correctly: comma, period, question mark, colon, semicolon, quotation marks, exclamation point, etc.
To change items from singular to plural.
To write some things in outline form.
To make graphs and charts.
To use capitals correctly at the beginning of sentences and for all proper nouns.
To use antonyms, synonyms and homonyms.
To use both short and long sentences in writing.

Group III

To take notes.
To write legibly and rapidly.
To write in outline form.
To do all types of writing.
To use syllabication to aid in pronunciation.
To use all punctuation marks correctly.
To write creatively and imaginatively.
To use prefixes, suffixes and abbreviations.

3.4 ESL/ABE SAMPLE 12-WEEK PROGRAM DESIGN
6 HOURS PER WEEK / 72 HOURS TOTAL

3.4.1 BEGINNING

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION—PROOF
1-2	Introduction—Greeting—Conversation—Dialogue. Calendar—Months, Days, etc.	See Instructional Objectives—Language Skills.	Tchr. made materials. See attached book list. Use of appropriate games. *Live & Learn,* Noble & Noble.	Role play.
3-4	Reading, identifying the English alphabet letters in isolation and in sequential order.	Understanding and using the English alphabet in reading simple stories, labels, etc. Knowing alphabet in sequential order for use in locating words in the dictionary.	Tchr. made materials. Tchr. made samples. Tchr. reference: *English for Today, Book 1*). See attached book list. Tchr. reference: *How We Live*. Use of appropriate games.	Written test or tape.
5-6	Writing the alphabet letters in the following forms: capitals—script and manuscript, small letters in script and manuscript.	Ability to write the letters of the English alphabet to: (1) sign their names, (2) spell their addresses, etc.	Tchr. made practice materials. Tchr. samples. Tchr. demonstration. Use of appropriate games.	Writing alphabet or letter.
7-8	Filling out application forms and registration forms. Vocabulary necessary to successfully fill out forms.	Ability to register for night school with minimum assistance. Ability to fill in an application form correctly	Tchr. made samples. Tchr. made materials. Use of appropriate games.	Filling out an application.
9-10	Giving and following directions and telling time. Using the telephone.	See Instructional Objectives—Language Skills.	Tchr. made materials. Tchr. reference: (*English for Today, Book 1*). See attached book list. Telephone Directory, Workbook.	Moving clock hands to identify time.
11-12	Functional lessons arising from student interests, current events, etc. General Review.	Ability to watch and understand news on TV. American holidays, etc.	Use current newspapers, news magazines, etc.	Written test on log of news sources used.

3.4.2 ESL/ABE – INTERMEDIATE / ADVANCED

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Review learnings from family and relatives.	See Instructional Objectives–Language Skills.	See: *From Words to Stories,* Noble & Noble. Tchr. made materials.	Review vocabulary. Role play. Introduction. Vocabulary test.
3-4	Occupations–jobs and job training.	See Instructional Objectives–Language Skills.	Tchr. made materials. See: *Live & Learn,* Noble & Noble. See attached book list.	Oral interview. Identification of occupations. (Use of pictures or overhead projections, testing.)
5-6	Utilizing educational opportunities.	See Instructional Objectives–Language Skills.	See: *How We Live,* Noble & Noble. See: *From Words to Stories,* Noble & Noble. Tchr. made materials.	Role play. Comparing student world with that of lesson taught dialogue.
7-8	Self–Hobbies.	See Instructional Objectives–Language Skills.	Tchr. made materials. Samples of hobbies.	Reports by students. Possibly a hobby show; give talk about self.
9-10	Health.	See Instructional Objectives–Language Skills.	Tchr. made materials. Traffic signs. Prescriptions. Medical directions. First-aid signs.	Role play. Test review and list common health and traffic rules. Rules regarding poisons. Internat'l. traffic signs. Internat'l. health symbols
11-12	Functional lessons. General Review. Holidays.	Ability to use all materials covered in weeks 1-10.	All materials previously used. New forms of materials.	Role play. Test. Dramatizations. Community assignment.

3.4.3 ESL SPECIAL CONVERSATIONAL ENGLISH, BEGINNING / INTERMEDIATE

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION—PROOF
1-2	Greetings. Conversation. Introduction. Registration-Interviewing.	See Instructional Objectives—Language Skills.	Tchr. made dialogues. Use tapes, make tapes. Prepare assortment of questions to ask for an interview.	Role play. Test.
3-4	Telephone usage. Marketing, consumer affairs. Using a laundromat. Asking for information.	See Instructional Objectives—Language Skills.	Tchr. prepared telephone conversation. Prepare situational dialogue using marketing, laundromat, doctor's appointment, etc.	Create situation role play.
5-6	Family. Self. Health, safety. Party.	See Instructional Objectives—Language Skills.	Student gives oral report to class. Students interview each other. Situational incidents. Red Cross posters.	Create situation role play.
7-8	Occupation. Banks and banking. Budgeting—time payment. Shelter (home, mortgage, rent, repairs, taxes, etc.).	Call in speaker. Take appropriate tours.	Listing of occupations. Consumer materials and money management. See: *Making the Most of Your Money*. Provide sample budgeting forms.	Situation: interview and discussion relating to: (1) Mortgage financing (2) Loans (3) Interests
9-10	Class. Recreation. Talents/Skills. Illness, emergency, etc.	See Instructional Objectives—Language Skills.	First-aid material. Local/state recreational brochures.	Create: (1) holiday skit, (2) an emergency requiring administering of first-aid.
11-12	Functional lessons. Shopping. Games/Sports. Hobbies.	Ability to use all areas covered in weeks 1-10.	Reporting to class on assigned topics. Using current issues, develop case approach to create dialogue.	Give a report on assigned topic. Invite and take a friend shopping. Explain and teach a friend a simple handcraft. Explain a simple game to a friend.

3.4.4 SPECIAL CONVERSATIONAL ENGLISH – INTERMEDIATE / ADVANCED

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION–PROOF
1-2	Discussing news, sports, accidents, etc.	See Instructional Objectives–Language Skills.	Daily newspaper, weekly news magazines, local weekly press. Magazines: *Sports Illustrated, Newsweek.*	Bring magazines to our class, pick random topics, discuss.
3-4	Group buzz sessions: (1) Reporting (2) Role play (3) Planning	See Instructional Objectives–Language Skills.	Pamphlets issued by Adult Education Assn. of the U.S.A. Other human relations publications.	Discuss a universal topic: (1) Drugs (2) Election (3) Work (4) Traffic, etc.
5-6	Introducing and explaining a game.	See Instructional Objectives–Language Skills.	Elementary/Intermediate/ Advanced games with instructions.	Each student to teach one thing: (1) Game (2) Recipe (3) Sport
7-8	Planning a party. Visiting at a hospital. Attending a show, exhibit, etc.	See Instructional Objectives–Language Skills.	Etiquette guides. Party guides. *Esquire, Cosmopolitan, Vogue, Playboy Party Guide.*	Plan a brief coffee get-together. Visit ailing friend. Plan to attend an annual party, exhibit, affair.
9-10	Entertaining Visitors. (1) Sightseeing (2) New foods (3) Involvement in activities	See Instructional Objectives–Language Skills.	Maps, guides, menus, calendars.	Excursion, students take turn role playing tour guide.
11-12	Discuss world, local news that are current topics, e.g., election, Wilbur Mills. Review and evaluate benefits gained from class.	See Instructional Objectives–Language Skills.	Newspapers, radio, TV, news, communication media. Other.	Continued growing exposure to a growing range of information media.

3.4.5 ESL/ABE RELATED AREAS

WEEK	LESSON	OBJECTIVES	INSTRUCTIONAL MAT'L.	EVALUATION—PROOF
1-2	Clothing—sewing, buying. Types of clothing. Garment, fabrics, etc.	See Instructional Objectives on Consumer Ed.—Add and extend information to include sewing objectives.	Excursion to fabric shop. Tchr. made materials. Use of appropriate games.	Sew a garment, keep a record and compare cost of fabric against a ready-made dress price. Practice keeping an expense account.
3-4	Shelter/Housing. Renting/Buying a house. Economics. Budgeting. Banking and money.	Set up Instructional Objectives on Housing. Set up Instructional Objectives for Banking, Budgeting, etc. Ability to give change in coins and bills.	*Making the Most of Your Money, You and Your Money,* Steck Vaughn. Tchr. made materials. House plans. Budgets. Bank forms—checking, savings accounts, deposit and withdrawal slips.	Draw a simple house plan. Show and develop budget. Ability to figure rent, etc., keep a record of outgoing monies and balance it with that of incoming funds.
5-6	Transportation Directions—giving and receiving. Map reading.	See Instructional Objectives—Language Skills.	Tchr. made materials. Speakers: on car pools, busses, planes, trains. Maps, guides, etc. Transportation schedules.	Draw simple line maps from home to class. Read and understand bus and airline schedules. Study different types of maps.
7-8	Foods and Nutrition. Marketing.	See Instructional Objectives—Language Skills.	Tchr. made materials. Visit a supermarket. See: *How We Live,* Noble & Noble. Speaker from Office of Consumer Protection, Dept. of Home Economics. Food charts.	Plan a full week's menu.
9-10	Letter writing, postal area zip codes. Accidents—First-Aid. Hospital—Emergency. Doctors—finding, using.	Develop Instructional Objectives. Prepare to assist in emergencies. Learn to administer mouth-to-mouth resuscitation. First-aid in times of emergencies.	Tchr. made materials. Speaker from American Red Cross, local hospital.	Demonstration. Tests. Role play. Practice bandaging.
11-12	Functional—Current events. General Review.	Independent self-direction. Evaluate self.	Create individual self-evaluative material such as list of personal objectives.	Games. Sociometric evaluation to determine ability to get along with others.

3.5 A SCOPE AND SEQUENCE FOR DEVELOPING ESL CURRICULUM

The course of study which follows suggests a curriculum for four sequential groups. The number "four" is arbitrarily chosen. In Groups One through Three, the student focuses on the English necessary for practical communication. Completion of the first three groups will enable a student to successfully terminate his formal study feeling that his needs have been satisfied. Four extends and refines his study and skills. It is intended as a guide which you may use to establish a beginning, a middle and an end. It is based on a variety of commercial texts and teaching materials.

3.5.1 GROUP ONE – Beginning Students

I. Structure and Pronunciation.

- A. Statement patterns for use if *IS, ARE, AM in present tense.*
    1. Intonation patterns of statements, questions and short answers.
    2. Word order of statements using *IS, ARE, AM*
        a. Use of determiners: *A, THE*
        b. Pronunciation of *THE, A, AN*—unstressed
    3. Use of *SHE, HE, IT, THEY* with *IS* and *ARE*.
- B. *Word order of statements contrasted with word order of questions using IS, ARE, AM.*
    1. Use of full and contracted forms of *IS, ARE, AM.*
    2. Pronunciation of *IT'S* and *THERE'S.*
- C. Short answers in the affirmative and in the negative to questions with *IS, ARE, AM.*
    1. Pronunciation of the *s, z,* and *iz* of plurals as in *CATS, WINDOWS,* and *DISHES.*
    2. Pronunciation of contracted forms of *BE* with *HE, SHE, WE, YOU.*
- D. Patterns for use of *verbs other than BE.*
    1. Word order of statements contrasted withword order of questions with *DO*.
    2. Pronunciation of *k* and *g*.
    3. -*S* forms of third person singular used with *SHE, HE, IT,* and other singular nouns in statements.
    4. Word order of questions with *DOES.*
    5. Short answers in the affirmative and in the negative to questions *DO* and *DOES.*
    6. Stress pattern of compound nouns.
    7. Pronunciation of *t, d,* and *id* endings as in verbs like *LAUGHED, CALLED,* and *WANTED.*
- E. Patterns for using *words of frequency.*

1. Position of frequency words (*USUALLY, SOMETIMES, OFTEN,* etc.) with *BE* contrasted with their position with verbs other than *BE.*
2. Pronunciation of *p* and *b.*
3. Use of *NEVER* in statements and use of *EVER* in questions.

F. Patterns for *expressions of place and time.*

1. Position for expressions of place and time. Example: *WE MEET THERE EVERY DAY.*
2. Pronunciation of *f* and *v* as in words like *FAN* and *VAN.*

G. Forms of *BE* used with *expressions of past time.*

1. Forms of *BE* correlated with expressions of past time in statements and questions.
2. Pronunciation of *θ* and *δ* as in *ETHER* and *EITHER.*
    a. Contrast of *d* with *δ* as in *DEN* and *THEN.*
    b. Contrast of *t* with *θ* as in *TIN* and *THIN.*

H. Formation of *verbs other than BE to be used with expressions of past time.*

1. Forms of verbs other than *BE* correlated with expressions of past time in statements and questions.
2. Short answers to questions with expressions of past time.
3. Pronunciation of *š, ž, č,* and *ǰ* as in words like *WASH; MEASURE, CHURCH,* and *JUDGE.*

I. Word order of *questions with interrogative words—example: WHO IS HE?*

J. Use of *AM, IS, ARE, and -ING form of verb to show action in progress.*

1. In statement patterns in contrast with statement patterns showing repeated action; and in question patterns without the interrogative word in contrast with question patterns using the interrogative word example: *I AM GOING TO TOWN, I GO TO TOWN EVERY DAY.* Example: *ARE YOU GOING TO TOWN? WHERE ARE YOU GOING?*
2. Pronunciation of *m, n,* and *ng.*

K. Position of *single word modifiers.* Example: *IT'S A GOOD SANDWICH.*

L. Use of *IS, ARE, AM, and GOING TO in expressions of future time.*

1. Statement patterns contrasted with question patterns.
2. Pronunciation of *l* and *r.*

M. Formation of negative statements.

1. *NOT* in statements and questions of present, past, and future time with *BE.*
2. *NOT* in statements and questions of present, past, and future time with

DO and the simple form of verbs.

3. Use of *NEVER, SELDOM, RARELY, SOME* and *ANY.*
4. Pronunciation of *w* and *y.*

N. Use of *A, THE, and substitute words with countable and noncountable nouns.*

1. Noncountable nouns without *A* and without plural forms as well as *THE.*
2. Pronunciation of the front vowels:
    a. ... *i* and *I* as in words like *EAT* and *IT.*
    b. ... *e* and *E* as in words like *LATE* and *LET.*
    c. Contrast of *I* with *E* as in words like *BIT* and *BET.*
    d. Contrast of *I, E,* and *i* as in *BIT, BET, BEAT.*
    e. ... *ϑ* as in *CAT.*
3. *A FEW, MANY, A LITTLE, MUCH,* etc., used with countable and noncountable nouns.

O. Formation of *request sentences.*

1. Stress and intonation pattern for formation of requests, etc.
2. Pronunciation of the middle vowels:
    a. ... ∂ and *a* as in words like *BUT* and *NOT.*
    b. Contrast of *a* with *ϑ* as in words like *NOT* and *BAT.*
    c. ... *ai* as in words like *BUY.*
    d. ... ∂τ as in words like *CURT.*

P. Irregular verbs having a vowel or consonant contrast to indicate past time.

Q. Pronunciation of the back vowels and glides.

1. ... *u* and *U* as in words like *LUKE* and *LOOK.*
2. ... *aU* as in words like *NOW.*
3. ... *o* and ⊃ as in words like *COAT* and *CAUGHT.*
4. ... *OI* as in words like *BOY.*

II. Vocabulary Building.

A basic vocabulary of flexible content might include such items as:

- Numbers: cardinal to 1,000; cardinal to 100
- Common foods
- The telling of time
- Articles of clothing
- Eating utensils
- Parts of the body
- Furniture
- Family relationships
- Organic matter and minerals; wood, metal, rubber, etc.
- Colors
- Days of the week
- Months of the year—seasons

- Most important geographical names
- Common animals
- Names of occupations
- A few basic two-word verbs based upon verbs plus particles, e.g., *PUT ON, WAIT FOR, SIT DOWN, GET UP,* etc.
- Countable and noncountable nouns; e.g., *BUTTER* as opposed to *AN EGG,* etc.
- More commonly used opposite: adjectives, prepositions; etc., e.g., *GOOD-BAD, ON-OFF.*

III. Reading and Writing.

In beginning English, writing is quite limited, but not ignored. It should be used in direct relationship to the student's use and understanding of the spoken word in the class. Because of its influence on intonation, the question mark, the period, and the apostrophe are taught at this point. The students also begin sentences with capital letters.

Suggested proportions of time to be devoted to utilizing the skills of the language are as follows:

Listening	40%
Speaking	40%
Reading	15%
Writing	5%

3.5.2 GROUP TWO – Intermediate Students

I. Structure and Pronunciation.

A. *Review* structures and pronunciation from group one.

B. *Use of substitute words* in *modification patterns.*

1. *OTHER* and *ANOTHER* used as nouns in contrast with their use as modifiers of nouns.
2. Objective form of personal pronouns in the object position.

C. Patterns in which *TO ME, FOR ME,* and *ME are used with certain verbs.*

D. *Word order for expression of manner.* Example: *HE READ THE BOOK RAPIDLY LAST WEEK.*

E. Use of *question word order and statement word order in questions.* Example: *IS JOHN HERE? JOHN IS HERE, ISN'T HE?*

F. Use of *CAN, SHOULD, MUST, WILL, MIGHT, MAY.*

G. Use of a *pattern of connecting statements.*

1. ... *AND* ... *TOO* contrasted with ... *AND* ... *EITHER.*
2. ... *BUT* ...
3. Pronunciation of consonant clusters: *sp* as in words like *SPECIAL.*

H. Use of the *two-word* verbs; e.g., *GET UP.*

1. In a separable pattern and in an inseparable pattern.
2. Pronunciation of consonant clusters: *st, sk, sn, sm, sl,* and *sw* as in words like *STATE, SKATE, SNOW, SMALL,* etc.

I. Formation of *statements and answers using WHY and WHO.*

J. *Structures* involving use of *TO and FOR.*

1. *FOR* and *TO* plus other words as modifiers after some kinds of quality words. Example: *HE IS VERY NICE TO ME.*
2. Position of *VERY, TOO,* and *ENOUGH.*
3. Use of the noun or pronoun after certain action words. Example: *HE BOUNCED THE BALL HARD.*
4. Pronunciation of final consonant clusters: Consonant + *s*, consonant + *t*, consonant + *z*, and consonant + *d* as in words like *BATS, STOPPED, BAGS,* and *USED.*

K. Use of *additional patterns for subject position* and other forms.

1. *IT* or *THERE* as the subject.
2. *-'S* as a contraction and to show possession.
3. Pronunciation of final consonant clusters: two consonants + *s* as in words like *HELPS.*

L. Use of *comparisons.*

1. Comparison with *LIKE, THE SAME AS, DIFFERENT FROM, THE SAME ... AS.*
2. Comparisons with ... *-ER THAN* and *MORE ... THAN, OF THE ...-EST,* and *THE MOST.*
3. Intonation and stress paterns used in comparisons.
4. Pronunciation of final consonant clusters: two consonants + *t* as in words like *HELPED.*

II. Vocabulary Building.

- Government agencies
- Health and health practices
- Clothing and clothing materials
- Shopping expressions
- Holidays
- Family—names of more distant
- Occupations and some responsibilities within them
- Simple synonyms, antonyms, and homonyms

III. Reading and Writing.

As in group one, writing should be used in direct relationship to the student's use and understanding of the spoken word in class, and may be practiced by writing from simple dictation or writing answers to questions based on reading and conversation materials.

Reading should be based on class materials and texts as well as on the student's understanding of spoken material. Students should practice silent reading, choral-oral reading, and individual-oral reading with emphasis on rhythm, stress, and intonation.

Suggested proportions of time which might be spent in developing skills are:

Listening-Speaking	45%
Reading	35%
Writing	20%

3.5.3 GROUP THREE – Intermediate/Advanced Students

I. A. Review structure and pronunciation taught in group one and group two.

B. *Included sentences.*

1. To modify nouns. Example: *THE BOOK THAT HAS THE INFORMATION IS IN THE LIBRARY.*
2. Pronunciation of final consonant cluster: two consonants + *z* as in words like *STANDS.*
3. Pronunciation of final consonant clusters: two consonants + *d* as in words like *SOLVED.*
4. *WHO, WHAT, WHEN,* etc. in object position. Example: *I KNOW WHO CAME TO SEE YOU.*
5. Included sentences of independent statement pattern used in the object position. Example: *I KNOW THAT YOU HAVE IT.*

C. Use of *HAVE (HAS) and HAD.*

1. *HAVE (HAS)* + the *-ED/-EN* form of verbs as used in present perfect complete structures.
2. *HAVE (HAS) + BEEN* + the *-ING* form of verbs as used in present perfect continuous structures.
3. *HAD* in these patterns.

D. Those uses of *BE.*

1. *BE* + the *-ED/-EN* form of verbs. Example: *THE LESSONS ARE WRITTEN EVERY DAY.*
2. Used with *STILL, ALREADY, ANY MORE, YET.* Example: *MARY IS STILL SPEAKING SPANISH.*

3. Used with *-ED/-EN* and *-ING* to describe. Example: *MARY IS AN INTERESTING GIRL.*
4. *BE* + two-word verbs and the *-ING* form or content words. Example: *HE WASN'T USED TO SMOG.* Example: *HE WASN'T USED TO SWIMMING.*

E. Use of *different structures for verb modification.*

1. Omission of *TO* after certain verbs. Example: *I LET THEM READ THE LETTERS.*
2. *WISH (THAT)* + statement pattern. Example: *I WISH THAT I COULD GO.*

F. Formation of *conditional patterns.*

1. Use of words like *SHOULD, COULD, MIGHT,* and *MUST.* Example: *WE SHOULD HAVE CALLED YOU LAST NIGHT.*
2. Use of words like *BECAUSE, IF* and *THUS.* Example: *HE IS EATING BECAUSE HE IS HUNGRY.*

G. *Forms* used *in object structures and for modification.*

1. *-ING* forms used with verbs. Example: *MARY ENJOYS WORKING WITH CHILDREN.*
2. Certain verbs followed by two nouns with the same referent. Example: *WE APPOINTED JOHN TREASURER.*
3. Verbs followed by an object and one or two describing words. Example: *HE WANTS HIS CAR PAINTED YELLOW.*
4. Verbs followed by an object and a describing word or an *-ING* form. Example: *THEY SAW A MAN STANDING ON HIS HEAD.*
5. *-ING* forms used in the position of the subject as opposed to *-ING* forms used at the beginning of sentences and referring to the subject. Example: *PLAYING ALL DAY MADE THE CHILDREN TIRED.* Example: *PLAYING ALL DAY, THE CHILDREN BECAME TIRED.*

H. Sequence of sentences.

1. Sequences of sentences related by *THEREFORE, ALSO,* and *HOWEVER.*
2. Sequence of sentences related by initial expressions of time or place.
3. Sentences of restatement introduced by *IN OTHER WORDS.*

II. Vocabulary Building.

- Educational opportunities
- Music, literature, the arts
- Leisure-time activities
- Government
- Travel
- Prefixes
- Postal procedures
- Suffixes
- Derivations
- Synonyms
- Antonyms
- Homonyms
- Idioms
- Hyphenation of words

- Insurance procedures
- Driving
- Traffic regulations
- Purchasing suggestions

III. Reading and Writing.

At this level, more time is devoted to reading and writing. Reading skills are sharpened and expanded as necessary tools for obtaining information. Reading comprehension is evaluated through oral or written questions and discussions.

Writing skills are developed to meet the needs of daily living as well as the more formal requirements of education. Give practice in writing dictated sentences, short paragraphs and letters, using the grammatical structures which have been taught.

Suggested proportion of time:

Listening-Speaking	40%
Reading	40%
Writing	20%

3.5.4 GROUP FOUR – Advanced Students

By the time the student has reached the advanced refinement and expansion of the material already introduced in previous classes. At these levels there is more emphasis on reading and writing in such contextual materials as will help the student to gain insight into social problems of our society, of labor and industry, the American philosophy and way of life, etc.

Attention could be given to the spelling patterns below:

1. Spelling vowel sounds, *I* and *i*.
2. Spelling vowel sounds, *e* and *E*.
3. Spelling vowel sounds, *I*, *E*, and *i*.
4. Spelling vowel sound, ϑ.
5. Spelling vowel sounds, α and ∂.
6. Spelling sounds of glides, ⊃I and ∂τ.
7. Spelling sounds of glides, *au* and *oi*.

Taken from: TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS; A Prospectus for Teachers; Methodology, Philosophy and Techniques for Teaching English as a Second Language for the Teacher of Adults in Public Schools, Private Industry, Service Organizations, Church and Other Training Programs. By Patricia Heffernan-Cabrera; Program for Teachers of English to Speakers of Other Languages (TESOL); School of Education, University of Southern California, Los Angeles; 1970.

TEST LOCATOR

3.6	NAME OF TEST	Non-Reader	0-4	5-8	9-12	College Placement	Paper/Pencil	Oral
3.6.1	ESL Placement Test		x	x			x	
3.6.2	Diagnostic Test for Students of English as a Second Language					x	x	
3.6.3	Oral Placement Test for Adults	x	x	x	x			x
3.6.4	Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.5	A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.6	A Comprehensive English Language Test for Speakers of English as a Second Language				x		x	
3.6.7	English-Second-Language Placement Test. EPT 100-200-300		x	x			x	
3.6.8	Ilyin Oral Interview Test	x	x	x	x			x
3.6.9	English-Second-Language Placement Tests. EPT 400-500-600			x	x		x	
3.6.10	An English Reading Test for Students of English as a Foreign Language					x	x	
3.6.11	Test of Aural Comprehension. Forms A, B & C					x	x	
3.6.12	Test of Aural Perception in English for Latin American Students					x	x	
3.6.13	Examination in Structure			x	x		x	
3.6.14	Test of Aural Perception in English for Japanese Students					x	x	
3.6.15	ESL Test			x	x		x	
3.6.16	Placement Test for Speakers of Other Languages		x	x	x		x	x
3.6.17	ELI English Achievement Series			x	x		x	
3.6.18	Oral Placement Test		x	x	x			x
3.6.19	Oral Production Tests		x	x	x			x
3.6.20	English Placement Test			x			x	
3.6.21	Michigan Test of English Language Proficiency. Forms A, B, C					x	x	
3.6.22	Michigan Test of Aural Comprehension					x	x	

3.6 AN ANNOTATED LIST OF ADULT ESL EXAMS

3.6.1 Calexico Intercultural Design. ESL PLACEMENT TEST: grammar. Levels 1 & 2. Calexico, California: Calexico Unified School District.

Measures beginning and intermediate students' proficiency in grammar. Strictly paper and pencil exam consisting of two parts with 50 multiple choice items in each part. Part one has instructions in English and Spanish.

3.6.2 Davis, A.L. DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. New York: McGraw-Hill Book Co., 1953.

A 60-minute paper and pencil test of 150 multiple choice items to measure readiness for college. Scoring and interpretation provided. No norms or data on reliability.

3.6.3 Ferrel, Allen. ORAL PLACEMENT TEST FOR ADULTS. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1971.

Measures English oral production and aural proficiencies of adults via structured individual interview. Time of administering varies according to each student's proficiency. An emphasis placed on determining a person's ability to use English as a functional tool of communication. Proficiency scales (elementary, intermediate, advanced, exempt) based on aural comprehension and speaking.

3.6.4 Harris, David P. and Leslie A. Palmer. COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: listening. New York: McGraw-Hill Book Co., 1970.

Measures intermediate and advanced students' comprehension of short statements, questions, and dialogues recorded by U.S. speakers. Two sections: answering questions, understanding statements. 40 minutes. 50 multiple choice items. Reliability and norms available.

3.6.5 Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: structure. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' ability to manipulate grammatical structure in spoken English. 45 minutes. 75 multiple choice items. Reliability and norms available.

3.6.6 Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE: vocabulary. New York: McGraw-Hill Book Co., 1970.

Tests intermediate and advanced students' knowledge of lexical items occurring in advanced English readings. 35 minutes. 75 multiple choice items. In two parts: completion of sentences, selection of one word equivalent to a phrase. Reliability and norms available.

3.6.7 Ilyin, Donna. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 100-200-300. Forms A & B. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test. Used to place students in lower levels of ESL: beginning-low and high; intermediate-low and high. Standardized on adult students.

3.6.8 Ilyin, Donna. ILYIN ORAL INTERVIEW TEST. Rowley, Mass: Newbury House Pub., 1972.

An individually administered test of oral production and comprehension only. Appropriate for beginning to advanced adults. Takes from 5-30 minutes since test ends at frustration level. Distinguishes those students who can ask and answer questions with correct content but who use incorrect structure. Short form scoring or a more analytic form permitted by taped transcription of answers. Provided: form correlations, reliability, standard error, native speaker samples for each item, a list of common mistakes by various language groups, two alternate forms.

3.6.9 Ilyin, Donna, Jeanette Best and Virginia Biagi. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST. EPT 400-500-600. Forms G & H. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test to place students in higher ESL levels: intermediate–high; advanced-low and high. Standardized on adult students.

3.6.10 King, Harold V. and Russell N. Campbell. AN ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE. Portland, Oregon: English Language Services, 1956.

30-minute silent reading comprehension test of 50 multiple choice items—32 of which measure paragraph comprehension. For college placement only; 70% minimum score for recommendation to a university. No data on reliability. Interpretation of scores provided.

3.6.11 Lado, Robert. TEST OF AURAL COMPREHENSION. Forms A, B & C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A proficiency test to place students in college classes. May be group administered; examiner reads aloud and students select appropriate pictures. 40 minutes. 60 multiple choice items. Can be scored in 30 seconds. Proficiency and progress norms available.

3.6.12 Lado, Robert. TEST OF AURAL PERCEPTION IN ENGLISH FOR LATIN-AMERICAN STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A 50-minute group test to see how well a student has learned to hear phonemic contrasts of English. 100 multiple choice items. Not intended as a measure of English proficiency in order to admit a student to other academic work. Useful to pronunciation teachers.

3.6.13 Lado, Robert and Charles Fries. EXAMINATION IN STRUCTURE. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1947.

Tests basic grammatical patterns. Eleven parts. 150 items. Appropriate for native speakers of French, Portuguese, and Spanish. Reliability and norms available.

3.6.14 Lado, Robert and R.D. Andrade. TEST OF AURAL PERCEPTION IN ENGLISH FOR JAPANESE STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1950.

To diagnose the sound perception difficulties of Japanese speakers learning English. Parts 1 & 2 with 50 items in each. 23 problem sounds tested.

3.6.15 Mills, Don. ESL TEST. Long Beach, California: Long Beach Community College District.

100 multiple choice items: 1-20 student listens to sentence and then selects correct answer; 21-100 student selects the grammatically correct response.

3.6.16 Perlman, Alice. PLACEMENT TEST FOR SPEAKERS OF OTHER LANGUAGES. Brooklyn, N.Y.: Adult Basic Education Program, NYC Board of Education, 1972.

Four parts: (1) Test of oral reception and production—individual answers questions and has free oral production. (2) Test of oral Spanish reading to determine reading ability in student's native language. (3) Test of silent Spanish reading comprehension reading passages followed by multiple choice items. (4) Test of silent English reading comprehension.

3.6.17 Pillsbury, Paul W., Randolph Thrasher, and John Upshur. ELI ENGLISH ACHIEVEMENT SERIES. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1963.

A series of nine exams covering aural comprehension, grammar, and vocabulary in context to determine the achievement of English as a foreign language of students who have been using the Lado-Fries texts: *English Sentence Patterns, English Pattern Practice, Lessons in Vocabulary*. Each test has 50 multiple choice items with 30 minutes maximum for each exam.

3.6.18 Poczik, Robert. ORAL PLACEMENT TEST. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

A five-minute orally and individually administered placement exam which places students in one of three ESL levels or exempts him from the ESL track. Fifteen stimulus-response items with suggested questions for free conversation which yield three scores: auditory comprehension, oral production, conversation.

3.6.19 Poczik, Robert. ORAL PRODUCTION TESTS. Levels 1-3. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.

Totally oral achievement tests of less than 10 minutes each. Content and sequence of tests follows that of *Orientation in American English* (likely to be inappropriate when other texts are used). Varied format: stimulus-response items, a free conversation section, an oral rating scale. Yields three scores: auditory comprehension, oral production, conversation. Criteria provided for going from one level to another.

3.6.20 Spaan, Mary and Laura Strowe. ENGLISH PLACEMENT TEST. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

For intermediate students. 100 problems: listening comprehension—20, grammar—30, vocabulary—30, reading—20. 75 minutes.

3.6.21 Upshur, John *et al.* MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY: Forms A, B, C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1962.

To predict academic success of non-native speakers of English who are entering an American university. 75 minutes to administer. Multiple choice items: 40—grammar, 40—vocabulary, 20—reading questions.

3.6.22 Upshur, John, Mary Spaan, and Randolph Thrasher. MICHIGAN TEST OF AURAL COMPREHENSION. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

Measures ability of non-native speaker of English to understand English structures. For those who wish to pursue academic careers in universities. Forms 1, 2, or 3 are presented orally. 90 multiple choice items in each form.

Compiled by: John Daugherty
Joanna Sculley

ESL/ABE Consultants
Bilingual Education Service Center
Mt. Prospect, Illinois

3.7 A PARTIAL SELECTION OF COMMERCIAL TEXT BOOKS

The books listed below by ESL levels include a fair sampling of commercial materials available. This list is not intended to imply *any* recommendations for use. It is only meant to give an indication of the range available.

In general teachers select texts at the level they are teaching. Selecting a text at a higher level invalidates the book for continuing students. However, teachers should feel free to select a text from a lower level if the needs of a class so indicate and if the students in the class have not used the book before.

Spellers, readers, grammars and newspapers written for native speakers of English are listed at level 6. Your staff should make an effort to use these supplements as soon as possible at each of the program levels.

	Beginning		**Inter-mediate**		**Advanced**	
	Low	**High**	**Low**	**High**	**Low**	**High**
	L.1	**L.2**	**L.3**	**L.4**	**L.5**	**L.6**
American Classics: Bret Harte's *Outcasts of Poker Flat* and *Luck of Roaring Camp* (Dixson; Regents)				x	x	
American English Reader (Taylor; McGraw-Hill)						x
American Folktales I (Binner; Crowell)				x		
Ananse Tales (Dykstra; Teacher's College Press)					x	
Basic Reading Skills for High School (Monroe Horsman; Scott-Foresman)						x
Be a Better Reader B (Smith; Prentice-Hall)					x	
Beginning American English (Mitchell; Prentice-Hall)	x					
Beginning Lessons in English (Fisher and Dixson; Regents)	x					
Ananse Tales Workbook (Dykstra; Teacher's College Press)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Building English Sentences with Adverbs (Hall; Regents)				x		
Building English Sentences with BE (Hall; Regents)		x				
Building English Sentences with Two Verbs (Hall; Regents)			x			
Building English Sentences with Verbals (Hall; Regents)					x	
Contemporary Spoken English Book I and part of Book II (Kane & Kirkland; Crowell)	x					
Contemporary Spoken English Book II (last part) and Book III (Kane & Kirkland; Crowell)		x				
Contemporary Spoken English Books IV, V and VI (Kane & Kirkland; Crowell)			x			
Cowboys in Alaska (Collier-Macmillan)			x			
Drills and Exercises in English Pronunciation: Consonants and Vowels—Supplementary (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part I—Supplementary text (ELS; Collier-Macmillan)					x	x
Drills and Exercises in English Pronunciation: Stress and Intonation Part II—Supplementary text (ELS; Collier-Macmillan)					x	x
English Conversation Practice (Taylor; McGraw-Hill)				x		
English Conversation Practices (Phinney, University of Michigan)					x	
English Dialogues for Foreign Students—Supplementary (Paratore; Holt Reinhart & Winston)					x	x
English Duden Dictionary—Supplementary (MLD; Harrap & Co., Ltd.)	x	x	x	x	x	x
Building English Sentences with One Verb (Hall; Regents)		x				
English for Today Book One (NCTE; McGraw-Hill)	x					
English for Today Book Two (NCTE; McGraw-Hill)		x				
English for Today Book Three (NCTE; McGraw-Hill)				x		
English for Today Book Four (NCTE; McGraw-Hill)					x	
English for Today Book Five (NCTE; McGraw-Hill)						x
English for Today Workbook; Book One (Breckenridge; McGraw-Hill)	x					
English for Today Workbook: Book Two (Breckenridge; McGraw-Hill)		x				
English Grammar Exercises Book One (ELS; Macmillan)	x					
English Grammar Exercises Book Two (ELS; Collier Macmillan)		x	x	x		

	L.1	L.2	L.3	L.4	L.5	L.6
English Grammar Exercises Book Three (ELS; Collier Macmillan)					x	x
English Is Spoken; An Intermediate Text in Conversational English (Wohl & Metcalf; Washington Publications)				x		
English 900 Book One (ELS; Macmillan)	x					
English 900 Books Two and Three (ELS; Macmillan)		x				
English 900 Book Four (ELS; Macmillan)			x			
English 900 Book Five (ELS; Macmillan)					x	
English 900 Book Six (ELS; Macmillan)						x
English Pattern Practices—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Pattern Practices—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Sentence Patterns—Lessons 1-15 (Lado & Fries; University of Michigan)			x			
English Sentence Patterns—Lesson 16 to end (Lado & Fries; University of Michigan)				x		
English Pronunciation—Supplementary text (Lado & Fries; University of Michigan)	x	x	x	x		
English Sounds and Their Spellings (Allen; Crowell)	x	x	x			
English Step by Step with Pictures (Boggs and Dixson; Regents)	x					
English Stress and Intonation—Supp. (Croft; ELS)	x	x	x	x		
English This Way Books 1 and 2 (ELS; Macmillan)	x					
English This Way Books 3 and 4 (ELS; Macmillan)		x				
English This Way Books 5 and 6 (ELS: Macmillan)			x			
English This Way Books 7 and 8 (ELS; Macmillan)				x		
English This Way Books 9 and 10 (ELS; Macmillan)					x	
English This Way Books 11 and 12 (ELS; Macmillan)						x
English Your New Language, last part Book I and first part Book II (Bernardo & Pantell; Silver-Burdett)			x			
Essential Idioms—Supplementary (Dixson; Regents)			x	x	x	x
Everyday Dialogues in English; A Practice Book in Advanced Conversation (Dixson; Regents)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Facts or Fiction (Collier-Macmillan)						x
Family Life in the U.S.A. (Alesi & Pantell; Oxford University)		x				
The Food We Eat (Hall; Regents)				x		
Four Short Mysteries (Collier-Macmillan)						x
Graded Exercises in English—Supplementary (Dixson; Regents)		x				
Guided Composition Writing (Baskoff; Chilton)						x
Guided Writing and Free Writing (Selected sections) (Robinson; Harper and Row)				x	x	
Handbook of American Idioms—Supplementary (Whitford & Dixon; Regents)						x
Handwriting for Students of English as a Second Language (Kittle; American)	x					
Idiom Drills for Students of English as a Second Language—Supplementary (McCallum; Crowell)						x
Imaginary Line Handwriting, Beginning Cursive (Townsend; Steck-Vaughn)	x					
Intensive Course in English Elementary Part I (ELS)	x					
Intensive Course in English Elementary Part II (ELS)		x				
Intensive Course in English Volume II, Advanced 1 (ELS)						x
International Folk Tales I (Binner; Crowell)					x	
International Folk Tales II (Binner; Crowell)						x
Island of Truth (Collier-Macmillan)				x		
The Key to English Adjectives I, Adjectives II, Figurative Expressions, Nouns, Prepositions I, Prepositions II, Two-word Verbs, Verbs (Collier-Macmillan)						x
Lado English Series, Book I (Lado; Regents)	x					
Lado English Series, Book II (Lado; Regents)		x				
Lado English Series, Book III (Lado; Regents)			x			
Lado English Series, Book IV (Lado; Regents)				x		
Lado English Series, Book V (Lado; Regents)					x	
Lado English Series, Book VI (Lado; Regents)						x
Lado English Series, Workbook I (Lado; Regents)	x					
Lado English Series, Workbook II (Lado; Regents)		x				

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	L.1	L.2	L.3	L.4	L.5	L.6
Lado English Series, Workbook III (Lado; Regents)			x			
Lado English Series, Workbook IV (Lado; Regents)				x		
Lado English Series, Workbook V (Lado; Regents)					x	
Lado English Series, Workbook VI (Lado; Regents)						x
Language and Life in the U.S.A. (Doty & Ross; Harper & Row)						x
Learning American English (Taylor; McGraw-Hill)		x				
Learning to Use English, Book 1 (Finocchiaro; Regents)	x					
Learning to Use English, Book 2 (Finocchiaro; Regents)		x				
Let's Learn English Beginning Course, Part 1 (Wright & McGillivray; American)	x					
Let's Learn English Beginning Course, Part 2 (Wright & McGillivray; American)		x				
Let's Learn English—Intermediate Book (Write & Van Syoc; American)			x			
Let's Write English Book I (Wishon-Burks; American)						x
Life with the Taylors (McGillivray & Szokoli; American)					x	
Listen & Guess, Laboratory Book 2 (Allen & Allen; McGraw-Hill)					x	
Listen & Guess, Laboratory Book 3 (Allen & Allen; McGraw-Hill)						x
Man and His World (Kurilecz; Crowell)						x
Manual of American English—Supplementary (Prator; Holt, Rinehart & Winston)				x	x	x
Mastering American English (Taylor; McGraw-Hill)				x		
Mastering American English (Hayden; Pilgrim & Haggard; Prentice-Hall)						x
Mastering Spoken English Workbook I (Taylor; McGraw-Hill)		x				
Men Who Made America, Founders of a Nation (DaCruz; Crowell)				x		
The Mitchel Family (Collier-Macmillan)					x	
Modern American English Book I (Dixson; Regents)		x				
Modern American English Book II (Dixson; Regents)			x			
Modern American English Book III (Dixson; Regents)				x		
Modern American English Book IV (Dixson; Regents)					x	
Modern English Essay Work Book (Crowell; McGraw-Hill)						x

	L.1	L.2	L.3	L.4	L.5	L.6
Modern English Primer Part 1 (King & Campbell; ELS)	x					
Modern English Primer Part 2 (King & Campbell; ELS)		x				
Modern Short Stories in English Advanced Reader (Dixson; Regents)						x
Modern Spoken English (Crowell; McGraw-Hill)						x
New Horizons in English Books 1-5 (Addison Wesley)	x	x	x	x	x	x
New Horizons in English Workbooks 1-5 (Addison Wesley)	x	x	x	x	x	x
News For You—Form A—Supplementary (Laubach; Laubach)			x	x		
News For You—Form B *(Laubach; Laubach)*					x	
Orientation in American English, Level I, Text 100 (Blue) (IML)	x					
Orientation in American English, Level 2, Text 101 (Yellow) (IML)	x					
Orientation in American English, Level 1 Workbook 100A (Blue) (IML)	x					
Orientation in American English, Level 2 Workbook 102A (Yellow) (IML)	x					
Orientation in American English, Level 2 Reader 101C (Yellow) (IML)		x				
Orientation in American English, Level 3 Reader 102C (Orange) (IML)		x				
Orientation in American English, Level 3 Text 102 (Orange) (IML)		x				
Orientation in American English, Level 3 Workbook 102A (Orange) (IML)		x				
Orientation in American English, Level 4 Reader 103C (Green) (IML)			x			
Orientation in American English, Level 4 Tapebook 103B (Green) (IML)			x			
Orientation in American English, Level 4 Text 103 (Green) (IML)			x			
Orientation in American English, Level 4 Workbook 103A (Green) (IML)			x			
Orientation in American English, Level 5 Text 104 (Gray) (IML)				x		
People in Fact and Fiction (Allen; Crowell)					x	
People in Livingston (Allen; Crowell)				x		
The People Speak (Collier-Macmillan)		x				
Practical Conversation in English for Advanced Students (Hall; Regents)				x		
Practical Conversation in English for Intermediate Students (Hall; Regents)		x				
A Practical English Grammar (ELS; Collier-Macmillan)						x
Practice Your English (Wright; American)			x			

	L.1	L.2	L.3	L.4	L.5	L.6
Practicing American English (Taylor; McGraw-Hill)	x					
The Presidency in Conflict (Collier-Macmillan)						x
Pronunciation Course in English for Foreign Students—Supplement (Croft; Washington Pub. ALI)	x	x	x	x		
Pronunciation Exercises in English—Supplementary (Clary & Dixon; Regents)		x	x			
Pronunciation Handbook for Foreign Students—Supplementary (Grosvenor; Out of Print)	x	x	x	x	x	x
Rapid Review of English Grammar (Praninskas; Prentice-Hall)						x
Reader's Digest Readings Book One (Reader's Digest Service)		x				
Reader's Digest Readings Books Two & Three (Reader's Digest Service)			x			
Reader's Digest Readings Book Four (Reader's Digest Service)				x		
Reader's Digest Readings Book Five (Reader's Digest Service)					x	
Reader's Digest Readings Book Six (Reader's Digest Service)						x
Reading & Conversation for Intermediate & Advanced Students (ELS)				x		
Reading Improvement Exercises for Students of English as a Second Language (Harris; Prentice Hall)					x	
Reading and Word Study (Croft; Prentice-Hall)						x
Regent's English Workbook Book 1 (Dixson; Regents)	x					
Review Exercises in English Grammar (Rankin & Kane; IML)		x				
R.S.V.P. Book 2 (Lewis; Amsco)					x	
R.S.V.P. Book 3 (Lewis; Amsco)						x
Russels of Hollytree Circle (Collier-Macmillan)						x
Scenes of America (Collier-Macmillan)					x	
Science Research Associates Reading for Understanding (Science Research Associates)						x
Second Book of American English (Pantell; Oxford)				x		
Signs of Life (Hall; Regents)			x			
The Silver Elephant (Collier-Macmillan)		x				
Sovereign Talisman (ELS; Macmillan)						x
Special English Engineering Book I (ELS; Collier-Macmillan)					x	

	L.1	L.2	L.3	L.4	L.5	L.6
Special English Journalism Book I (ELS; Collier-Macmillan)					x	
Special English Medicine Book I (ELS; Collier-Macmillan)						
Spoken English—General Notes (Sutherland; SFUSD)	x					
SRA Reading Laboratory III B (Parker; Science Research Associates)						x
Stories to Surprise You (Collier-Macmillan)					x	
Story of My Life (Keller; Collier-Macmillan)					x	
Success in Reading—Book I (Shater-Macdonald; Silver-Burdett)						x
Ten Great Americans (McGillivray; American)						x
The USA: The Land and the People (Dixson; Regents)					x	
The USA: Men and History (Dixson; Regents)					x	
The USA: Men and Machines (Chapman; Regents)					x	
Three Detective Stories (Collier; Macmillan)						x
Toward a Better World (McGillivray; American)					x	
Twelve Famous Americans (Collier-Macmillan)					x	
Utterance Response Drills for Students of ESL (Alter, Collier & Steinberg; Prentice-Hall)						x
The Vanishing Lady (Collier-Macmillan)						x
The Virginian (Wister; Collier-Macmillan)						x
Vocabulary in Context—Supplementary (Franklin, Meikle, Strain; University of Michigan)		x	x			
Winston Dictionary for Schools—Supplementary (Holt, Rinehart & Winston)			x	x	x	x
Writing English (Ross & Doty; Harper & Row)						x
Writing Through Understanding (Arapoff; Holt, Rinehart and Winston)						x
Your Family and Your Job (Cass; Noble & Noble)		x				

Based on the San Francisco College District ESL Master Plan, Phase II, 1972.